THE SOCIAL PLANNING and RESEARCH COUNCIL of Hamilton and District

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A COMMUNITY-BASED NEEDS ASSESSMENT OF SETTLEMENT AND INTEGRATION SERVICES IN HAMILTON-WENTWORTH

A DISCUSSION PAPER AND RECOMMENDATIONS

April, 1992

By:

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in partnership with the
Settlement and Integration Services Advisory Committee
of the Social Planning and Research Council
and members of culturally and racially diverse immigrant communities

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COMMUNITY-BASED NEEDS ASSESSMENT OF

SETTLEMENT AND INTEGRATION SERVICES

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This report is the result of a community-based research process which was guided by an Advisory Committee of community volunteers and it reflects the commitment of the Social Planning and Research Council of Hamilton and District to community-driven needs assessments. The recommendations contained in the report are the recommendations of the Advisory Committee and the project participants. In respecting the integrity of the community-driven research process, the Board of Directors of the Social Planning and Research Council supports this report as an expression of community needs and suggested recommendations. This report may not necessarily reflect the policy of the Social Planning and Research Council Board of Directors.

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PREFACE

This Community Needs Assessment has been affected by a number of factors. These factors include current economic conditions, changing demographics, unemployment/underemployment, socio-economic environment and prevailing negative attitudes. One major event of significant influence was the re-allocation of funding for settlement services in Hamilton. Until December 1991 the Hamilton and District Multicultural Council (HDMC) was funded to provide settlement services. However, during the course of this study previously identified problems with service delivery resulted in difficulties, and the withdrawal of funding for HDMC. As a temporary measure, Employment and Immigration Canada relocated settlement workers from HDMC to Wesley Urban Ministries for an interim period of January to September 1992. These events triggered a major upheaval in Hamilton and consequently serious concerns regarding the future provision of settlement services were expressed by members of diverse immigrant communities and service providers.

The intent of the study was not to evaluate the organizational effectiveness of existing services, but to focus on the needs of diverse immigrant communities, gaps in service delivery and service delivery programmes, and to identify a model(s) of service delivery mechanisms.

Undoubtedly, over the next few months this report will continue to be affected by similar issues. For this reason the report will be released as a Discussion Paper for people who participated in the surveys and focus groups. It is the intention of the Discussion Paper to generate further conversation and to stimulate the development of creative ideas towards addressing some of the issues raised by immigrants, advocates and service providers in Hamilton.

Between May and November 1992, the Social Planning and Research Council of Hamilton and District will be facilitating a process of model clarification and implementation for settlement and integration services in Hamilton. The Council encourages feedback on this report as well as participation in settlement services development and implementation activities from people in Hamilton-Wentworth. If you have additional material or critical comments to offer, or want to be added to our mailing list, please contact Gloria DeSantis at 522-1148.

ACKNOWLEDGEMENTS

During the course of this study, many individuals volunteered their time and dedicated several hours to aid in the completion of this project.

We would like to acknowledge the contributions of those people and organizations whose efforts and ideas have helped to bring this report into existence.

Special thanks are extended to the individuals and organizations from culturally and racially diverse immigrant communities in Hamilton who shared their views and experiences through participating in focus group meetings and by responding to questionnaires. We are equally appreciative of the assistance given by cultural interpreters.

The members of the SPRC Settlement and Integration Services Advisory Committee to the Community Needs Assessment are a tremendous group of individuals who brought the perspectives of several different communities to the table. Many thanks for their diligence, determination, support and hard work.

Particular thanks is extended to all those participants from culturally/racially diverse immigrant communities who courageously and generously shared their personal experiences with us.

Denise Brooks and Akosia Tulloch

GLOSSARY

The study has used a number of terms that have been defined below. The terms have been defined as they specifically apply to the study.

Advisory Committee: refers to the group of community members representative of culturally/racially diverse communities who served as advisers to the study.

Barriers: real and/or perceived problems that limit or prohibit access to any service or program; any cause which operates to maintain separation from the services within the existing community

Community: people from the culturally and racially diverse immigrant population living in the Hamilton-Wentworth area

Community-based: when the ownership and focus of any project, service or agency is directed from and by the community to be served by those programs

Cultural Interpreter: a person, belonging to the same culture of the person requiring interpretation services, who is able to translate orally from one language to the another within the context of the appropriate culture

Culturally/Racially Diverse: refers to people whose race and/or culture is different than the race or culture of the identified "dominant population" of the country of residence

Diverse: refers to the variety of languages, cultures, religion, race, political ideologies and lifestyles

Ethno-specific: particular to a distinct cultural, racial, ethnic, religious or language group

Focus Group: group of community members meeting to discuss their experiences and issues specific to the area of study

Immigrant: a person who leaves his/her country of origin to travel to a new country or environment with the intention to settle. This definition includes all classes or categories of immigration.

Immigration: the movement of people from their country of origin to a new country or environment with the intent to settle. This includes all classes or categories of immigration.

Integration Services: refers to the long-term services usually associated with the process of adjustment for example, accessing education system, legal system, political system, organizational development, anti-racist education, cross-cultural sensitivity, human rights education, advocacy and lobbying activities toward housing, access to services, etc.

Mainstream: of or involving the larger (whole, entire) community

Phenomenological Approach: a method of gathering information which allows individuals to express or recount their experiences, analysis, and perceptions and accepts those personal, subjective expressions unconditionally.

Service Providers: agencies responsible for supplying the community with various services

Settlement Services: those services which address immediate or short term needs, especially for newly arrived immigrants; may include food, shelter, clothing, employment, English language classes, orientation, cultural interpretation.

Racism: racism requires one racial group having the power to exercise control over other racial groups. Prejudice and stereotyping serve to justify and rationalize the practice of domination of one racial group over others. While people of all racial groups can be prejudiced against other races and can stereotype individuals from other racial groups, the power of Canadian institutions (governmental, economic, educational and media systems) continues to be controlled by whites. Thus racism in Canada, as in South Africa, remains a problem of white racism (North York Board of Education, Facing Up to Racism, March 1992).

1.0 INTRODUCTION

Reported increases in the number of immigrants settling in Hamilton-Wentworth has generated a growing concern about the quality and appropriateness of existing services and service delivery mechanisms in responding to immigrant communities. Some of these issues were addressed in the 1990 Social Planning and Research Council of Hamilton and District report entitled: Diverse Racial and Cultural Groups Access to the Social Service System. The 1990 report emphasized the importance of understanding communities as diverse in nature.

It is essential that all human services address the issue of managing diversity. Approaches to effective management may include the strengthening of ethno-specific organizations, sensitization of existing mainstream agencies and improved representation in the employment of culturally and racially diverse populations. If local human services systems are unable or unwilling to respond effectively to the needs expressed by diverse communities, then their services will continue to be irrelevant to a significant component of the population.

The purpose of this study is to examine a particular area of the current system of services; that is settlement and integration services. This includes those services which are designed to meet the immediate needs of newly arrived immigrants as well as those services which address longer term adaptation needs.

It is noteworthy that the community people who participated in this project were unsure about the distinction between settlement and integration services. Part of the problem is that different government departments and ministries use different definitions and terminology to refer to similar concepts. Given the results of various community focus groups and discussions of the Study Advisory Committee, the following picture shows a community perspective on the conceptualization of settlement and integration services. This picture is extremely important for this needs assessment as it sets the context for understanding the results, models and recommendations.

DIAGRAM 1: A COMMUNITY-BASED CONCEPTUALIZATION OF THE INTEGRATION PROCESS

An organizational perspective of settlement and integration services may be based on a continuum of distinct services which are dependent upon the criteria and terminology of different government ministries and departments.

Settlement Services:

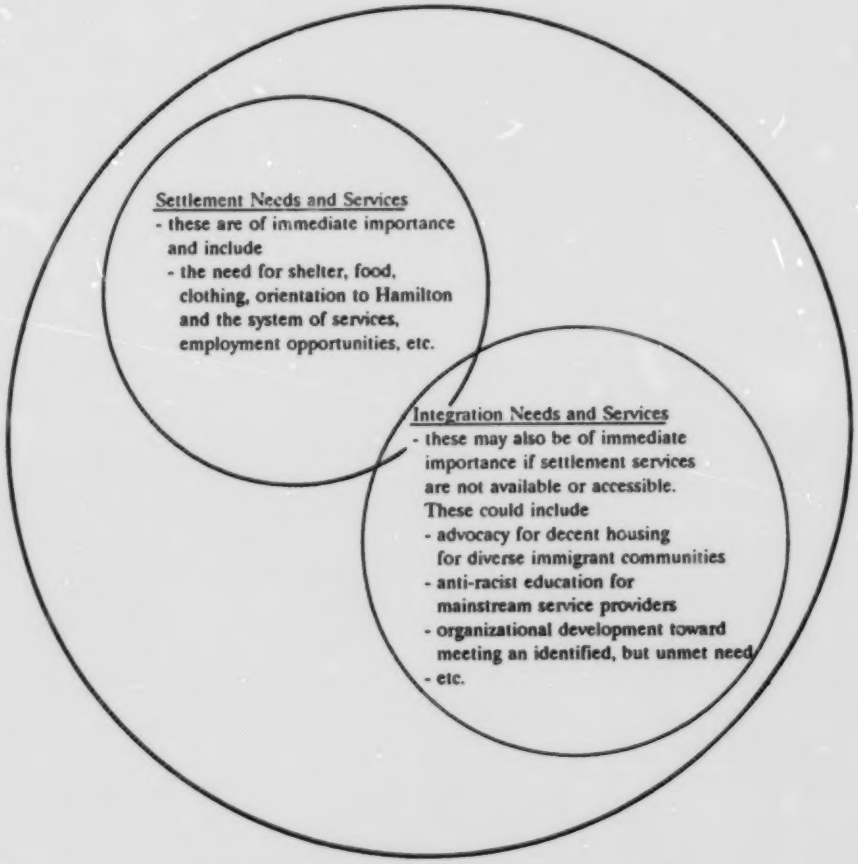
- Primarily information and referral to meet individual's basic needs for shelter, food, clothing, etc.
- Generally, this information and referral function is carried out by Employment and Immigration Canada with individuals.

Ministry of Citizenship
- complements programs of Employment and Immigration Canada and Secretary of State

Integration Services:

- Primarily public education, advocacy, human rights, leadership skills development, organizational development, etc.
- Generally, these kinds of activities are funded by Department of Secretary of State and carried out by community groups.

Yet in reality, settlement and integration services are inseparable at the community level.


Settlement Needs and Services
- these are of immediate importance and include
- the need for shelter, food, clothing, orientation to Hamilton and the system of services, employment opportunities, etc.
Integration Needs and Services
- these may also be of immediate importance if settlement services are not available or accessible. These could include
- advocacy for decent housing for diverse immigrant communities
- anti-racist education for mainstream service providers
- organizational development toward meeting an identified, but unmet need
- etc.

It is important to note that this is only one picture. Given the different interpretations that exist throughout diverse communities, this picture could look very different. Government ministries and departments would also probably draw a different picture.

The objectives of this study were:

a) complete a literature search on settlement and integration services and programs. Summarize for report. (This should include a review of the literature on the variety of immigration status types and specific eligibility criteria for various social services and programs.)

b) identify who are new and established immigrants through Statistics Canada reports, local Ministry of Citizenship reports, and Canada Employment and Immigration Centre data. Summarize for report. This should include current data and projected numbers even though it is realized that these projections are affected by unpredictable events.

c) identify new and established immigrants' settlement and integration needs and their perceived gaps in social services through small discussion groups from a variety of ethnic communities. This should be accomplished with the following two questions in mind i) is access to services and programs the same for every cultural and racial group? and ii) which groups are the least served?

d) do an inventory of settlement and integration services currently available in Hamilton-Wentworth for new and established immigrants including who is providing what services, what referral mechanisms are in place, and suggestions for improving this system.

e) identify service providers' (both ethno-specific and mainstream) perceived needs of new and established immigrants and gaps in social services through surveys and small group discussions. Initiatives currently underway (or planned) to better serve the new and established immigrant population in each agency/organization should also be documented.

f) develop a model(s) of settlement and integration services for Hamilton-Wentworth based on extensive community consultation. (It is important to note that consultation with the community may still be necessary after the study deadline in order to finalize the model.)

Members of local diverse immigrant communities greatly assisted the implementation of this study; collectively these members formed the Advisory Committee.

A qualitative research methodology was utilized to capture the experiences and perspectives of the culturally, racially and linguistically diverse populations who participated in this study. The results are therefore presented in a manner that is different than past SPRC needs assessments.

Funding for the project was provided by the Ministry of Citizenship, the Department of the Secretary of State and Employment and Immigration Canada.

2.0 NATIONAL AND LOCAL CONTEXT

In the past few years the focus of policies on multiculturalism has changed. Initially, government spending on multiculturalism was directed towards cultural festivals, heritage languages and folk art groups. However, for several years now overall government spending has been re-directed toward education, adaptation, and most recently anti-racism training.

The Immigration Plan (1991-1995) recognized the need to strengthen services which assist immigrant and refugees with adaption - the goal being full participation in the social, political and economic life of their communities. Particular emphasis is placed on language training.

The local context often influences the direction and outcomes of a study; therefore, it is worthwhile to note the social and political climate in which this study takes place.

During the summer of 1991, CKOC radio station conducted an informal poll during a talk show. The poll was partly prompted by a current National Gallop Poll addressing the same issue. The station solicited opinions by posing the question: "Should there be an increase in immigration?" The radio station compared the responses they had received from the Hamilton audience to the findings of the National Gallop Poll's responses to the same question.[1] The results are recorded below:

45% - say decrease = National Gallop Poll
64% - say decrease = Hamilton

38% - say leave as is = National Gallop Poll
16% - say leave as is = Hamilton

20% - say increase = National Gallop Poll
16% - say increase = Hamilton

Recently, a local newspaper (Hamilton Mountain News, January 22, 1992) solicited responses from readers on the issue of multiculturalism in Canada. Opponents of the issue prevailed as the most vocal responses. Some of the responses are noted below:

> "....Multiculturalism costs money and produces trouble. Therefore, it should be scrapped as soon as possible."

---

[1] It is important to note that the radio program does not reflect a representative sample of people.

"...as a Canadian I feel that [I] have as much right in the country as anybody else and it's time we stopped being soft with them all. This is Canada. Let's all stand up and be strong..."

"...Why are they in Canada and leave their own country if it's that great?.."

"...Should we drop multiculturalism? Absolutely..."

Certainly these opinions cannot be generalized as representative of all people or communities in Hamilton. However, they are indicators attesting to attitudes towards multiculturalism and as such cannot be ignored.

As well, the Hamilton Spectator newspaper (October 26, 1991) included conversations with or reports from residents which revealed a different perspective towards immigrants and diversity. Those opinions are listed here:

"...Multiculturalism enhances our Canadian way of life. It opens up bright and shining windows onto new forms of art, music and literature...."

"...To me it is this vision of a glorious mosaic that sets Canada aside from other nations....."

"... Multiculturalism is interwoven into this countries social fabric. It is one of the characteristics that holds us in high esteem on an international level...."

"...we need to maintain the multicultural society that we call Canada..."

3.0 MANAGING DIVERSITY

This section focuses on the second objective of the study which is to "identify who are new and established immigrants" through a variety of reports.

Canada has been defined as a multicultural society consisting of several diverse communities. In addition, immigration has always been an important component of the population of Canada. Immigrant people contribute their experiences, expertise, cultures and lifestyles to the unique mosaic composition found in Canada.

Historically, Canada has figured as a choice for permanent residence for many immigrants (Employment and Immigration Canada, 1991 and Statistics Canada, 1986). In particular, Hamilton is reported to be among the major cities receiving immigrants in Canada.

Throughout time, newly arrived immigrant groups have had to contend with the hardships associated with moving or fleeing from a homeland to the unknown. Many report that Canada has not always exhibited compassion, understanding or acceptance towards those wishing to enter the country. In addition, social injustice, racism, discrimination and lack of sensitivity have often been a part of the newly arrived's experience.

During the first decades of this century, the greater number of immigrants came from European countries. However, changing trends in immigration patterns show that while immigrants continue to arrive from Europe there is an increase in the number of people who enter Canada from parts of the world such as Asia, South America, Africa, Middle East, etc. Population projections indicate this trend will continue.

Recently the Regional Planning Branch of the Planning and Development Department, The Regional Municipality of Hamilton-Wentworth produced a bulletin detailing population trends and projections, 1988-2006. Although it is extremely difficult to anticipate the future growth of a population, the following highlights provide some information which is relevant to the local situation:

- Hamilton-Wentworth is forecast to a have population increase to approximately 483,000 or up 12.5% by 2006, based on recent trends and opportunities;
- the 2006 population may be as high as 511,000 if rates of fertility and migration increase;
- net migration to Hamilton-Wentworth was 900 persons per year between 1985 and 1988;
- international migration is expected to be responsible for almost 60% of future growth. Specialized educational, cultural and other services will be required to accommodate a growing immigrant population.

As well, the Regional Planning and Development Department estimates the total population of Hamilton-Wentworth for 1991 is 445,000. Over a period of three years, this represents an increase of 15,000 people.

A review of population statistics reported by Immigration Statistics, Employment and Immigration Canada demonstrates current patterns in immigration to Hamilton. These statistics are segmented into eight basic geographic areas:

1. Europe including: England, N.Ireland, Scotland, Wales, the British Isles, Austria, Belgium, Luxembourg, Czechoslovakia, Denmark, Estonia, Latvia, Lithuania, Finland, France, Germany, Greece, Republic of Ireland, Italy, Malta, the Netherlands, Poland, Portugal, Spain, Sweden, Switzerland, USSR, Yugoslavia, Turkey, Albania, Bulgaria, Iceland, Monaco, Romania.

2. Africa including: Egypt, Malawi, Zambia, Zimbabwe, S. Africa, Namibia, Tanzania, Algeria, Kenya, Morocco, Tunisia, Uganda, Angola, Lesotho, Botswana, Burundi, Cameroon, Chad, Central African Republic, Zaire, Congo, Benin, Ethiopia, Gambia, Ghana, Guinea, Ivory Coast, Liberia, Libya, Madagascar, Mali, Mozambique, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Somali, Djbouti, Western Sahara, Sudan, Swaziland, Togo.

3. Asia including: Sri Lanka, China, Taiwan, Hong Kong, India, Israel, Japan, Lebanon, Pakistan, Syria, Bangladesh, Cyprus, Indonesia, Iran, Iraq, Jordan, Kuwait, Philippines, Saudi Arabia, Myanmar, Malaysia, Singapore, Afghanistan, Bahrain, Brunei, Korea, Laos, Mongolia, Nepal, Thailand, Vietnam.

4. Australia including: Australia, New Zealand, Papua, New Guinea.

5. North & Central America including: United States, Mexico, Belize, Costa Rica, El Salvador, Guatamala, Honduras, Nicaragua, Panama

6. Caribbean including: Bermuda, Jamaica, Trinidad, Tobago, Barbados, Antigua, Bahamas, Cayman Islands, Dominica, Grenada, Montserrat, Nevis, St. Kitts, St. Lucia, St. Vincent, Virgin Islands, Cuba, Guadeloupe, Haiti, Martinique, Puerto Rico.

7. South America including: Argentina, Brazil, Guyana, Chile, Colombia, Peru, Uruguay, Venezuela, Bolivia, Surinam, Ecuador, French Guyana, Paraguay.

8. Oceania including: Fiji, New Caledonia, Samoa West, Polynesia, Tonga, Mauritius, Comoros, Cape Verde.

Specifically, the following table lists, according to the identified last area of permanent residence, the number of people who indicated Hamilton was their intended destination during the period of January 1986 through to December 1991. (A detailed breakdown by country for 1991 is included in Appendix A.) A profile of Hamilton-Wentworth people who were already living in Hamilton-Wentworth based on the 1986 Census can be found in Appendix A.

The Immigration Plan for 1991 to 1995 indicates that approximately 250,000 immigrants may be admitted to Canada for each of those years. Appendix B contains a summary of the number of immigrants for each of those years. In 1991, Hamilton-Wentworth received approximately 1.6% of the national total of permanent residents (who indicated Hamilton was their intended destination). Thus, Hamilton-Wentworth could receive approximately 4,000 new immigrants each year between now and 1995 if Canada follows this Immigration Plan.

TABLE 1: NUMBER OF PEOPLE INDICATING HAMILTON AS THEIR INTENDED DESTINATION FROM VARIOUS AREAS OF LAST PERMANENT RESIDENCE

	Year (January to December)					
Area of Last Permanent Residence	1986	1987	1988	1989	1990	1991
Europe	574	1050	1164	1696	1647	1406
Africa	66	100	78	122	117	138
Asia	619	734	852	1322	1429	1445
North & Central America	230	315	223	158	286	288
Caribbean	80	106	97	108	184	157
South America	62	95	79	91	151	66
Australasia and Oceania	15	12	3	3	31	13
Total	1646	2412	2494	3501	3845	3513

Source: Raw data received from Employment and Immigration Canada, Immigration Statistics Division, Immigration Information Centre. Ottawa, Ontario. Data processed by the Social Planning and Research Council of Hamilton and District.

Note: Refugee claimants are not included in this Table.

The numbers in these tables can provide only a general context. Refugee claimants are not included in these numbers. An accurate figure is difficult to arrive at specifically because secondary migration is not taken into account. How many newly arrived immigrants indicated they were destined to Hamilton but went somewhere else? How many people indicated they were destined to Toronto or London, yet moved to Hamilton afterward? The recent 1991 census may be useful here once the data become available.

With the influx of new immigrants to the Hamilton area, many different language groups have become prevalent. A number of immigrant groups experience great difficulty in accessing services due to language differences. Some of the identified language groups are:

Arabic	Chinese	Khmer	Polish	Vietnamese	Urdu
Amharic	Farsi	Laotian	Portuguese	Spanish	Somalian

As discussed earlier, current and future immigrants are most likely to be identified as "visible minorities", "culturally and/or racially diverse" or people from "Third World" countries. In the social context, it is also possible that racism and cultural insensitivity will increase.

Before closing this section on Managing Diversity, it is important to highlight some of the issues associated with this community needs assessment which pose challenges to "traditional" fact gathering and reporting methods. First, approaches involving growing populations of culturally and racially diverse people must be addressed beyond "pen and paper" categorizations. In fact, the issue is not how to classify diversity rather it is an issue of responding to the needs and concerns of culturally and racially diverse individuals or communities as articulated by those individuals or communities.

By definition (Webster's New World Dictionary), diversity refers to "the quality or state of being different" without assigning a value judgement to that difference. Thus a monocultural structure which maintains a dominant culture in a position of power and privilege and measures the value of all other cultures/races/religions, etc. in comparison to the value placed on the dominant culture cannot merely be adjusted to incorporate the concept of equity and diversity. A system or approach which embraces the complexities of diversity as a foundation and examines multiculturalism with greater intensity is essential to the creation of an equitable environment.

Some of the challenges faced throughout this study in the process of formalizing the information gathered from culturally and racially diverse immigrant communities include (but are not limited to):

1) diversities within each ethnic/racial/cultural/lingual/religious etc. community - Culturally and/or racially diverse immigrant communities cannot be identified as monolithic groups of people from the same country. Differences in language, politics, socio-economic conditions, religion or culture may exist from village to village or from city to city even while located in the same geographical area. There is a tendency to group all immigrants together believing that the experience of immigration "out weighs" race or cultural background.

2) diversities within newly arrived immigrant populations - Settlement and integration service needs for newly arrived immigrants are directly influenced by the circumstances of departure from the last country of residence, race, culture, financial abilities, family status, religion and language. For example, a newly arrived immigrant from Ethiopia and a newly arrived immigrant from Poland both have needs upon arrival; however the specifics of those needs and the mechanisms in place to provide services differ greatly.

3) diversities within immigration classifications - Persons arriving in Canada are categorized according to immigrant class; that being a government designation. Classification ranges from refugee claimant to landed immigrant along with several sub-categories. Newly arrived immigrants' access to services, employment, housing and education is dependent upon immigration classifications. To illustrate further, refugee claimants are not eligible for many social programs or services (i.e., health care, language training, settlement and integration programs) until they have completed the first stage of their claim. Government and privately sponsored refugees, who are selected by Canadian immigration officials, receive landed status before they arrive in Canada and adaptation programs are in place to assist upon arrival.

Throughout the remaining pages of this community needs assessment, it is essential to be cognizant of the manner in which the information is presented. The reader will not find broad generalizations nor conclusions which stereotype entire populations on the basis of "others" experiences nor priority of needs listings. The key point is that all people, both newly arrived and longer term immigrants in this case, have different experiences, analysis and perspectives which form and/or influence one's perception. Acknowledging diversity is a necessary initial step; concurrently, adjustments must be made to incorporate diversity as a key criterion in the planning, implementation and development of settlement and integration services.

4.0 REVIEW OF SOME LITERATURE

Issues of mental health and wellness; social injustice and racism; the particular needs of immigrant women; the issues of refugees; and settlement and adaptation services are prevalent throughout the literature. The literature references for this section of the needs assessment can be found at the end of this report.

4.1 Refugees

Refugees arriving in Canada are basically categorized into two distinct classes. The first class is government and privately sponsored refugees and the second class of refugees is refugee claimants. There are significant differences in the treatment of these classes both prior to arrival in Canada and upon arrival in Canada.

In particular government sponsored refugees are selected by Canadian immigration officials who travel abroad. Refugees considered for resettlement are more likely to be selected on the basis of "the likelihood of their successful adaptation to Canadian life". In other words, Canadian officials are more likely to select young, healthy, educated skilled males who have been short-term in refugee camps than those who may have suffered severe persecution or prolonged stays at camps and are perceived to be more demanding on Canadian society. Therefore, "a group of refugees (claimants) arriving in Canada on its own is likely to include a more representative sample from camps than the cream of the crop hand picked by government". (Matas, 1989:287)

Clearly identified in the literature is the plight of refugee claimants both abroad and in Canada as well as an apparent need to further articulate their plight.

According to Judy Jewers, acting director of Settlement Policy at Employment and Immigration Canada "refugee claimants do not have access to federal programs because the government [Canadian] wants to deter people from arriving at Canada's border uninvited." (Jackson, 1991) She further states that there is concern about providing a full range of services before determining the legitimacy of the claim. Some feel this may attract "undesirable" claimants.

As a result, refugee claimants are forced to put their lives on hold until they are "processed". This means that those who want to learn English or French, or enter job retraining cannot access federal programs until they are accepted as landed immigrants. This issue becomes further complicated by government timetables. For example, "processing" may take at least 10 months but the eligibility for the Federal Adjustment Assistance Program - an income support program on welfare rates that provides an equivalent income support to refugee

claimants - is limited to 12 months. Only those who have had an initial hearing may apply. Eligibility is determined from the date of entry to the country and many refugee claimants are not processed within that time and therefore cannot access this program.

Some critics of this system challenge the apparent neglect of refugee claimants stating that such policies are inhumanitarian.

4.2 Mental Health, Wellness and Victims of Torture

Throughout the years, people immigrating to Canada have had to contend with the variety of hardships associated with moving or fleeing from a homeland to the unknown. The circumstances of departure from the last country of residence, culture, race, religion, language, political affiliation, socio-economic status and immigrant/refugee classification directly influences the experience of immigrants in Canada. In addition, racism, social injustice, insensitivity, discrimination and value judgements are prevalent issues associated with settlement and adaptation processes.

In the literature, moving to a new country, surrounded by unfamiliarity; uncomfortable with the language and culture; separated from family and support networks; unemployed or forced to labour outside of the skill or profession level many immigrants expressed feelings of depression, anxiety, isolation, fear and stress. Low self-esteem may result from their inability to find suitable employment due to language differences or non recognition for their skills, trades or professions. In addition, the feeling of being unable to exercise control over one's own destiny significantly affects one's self-concept.

Furthermore, visible minority immigrants and refugees face additional problems in accessing appropriate services for settlement and adaptation. Racist behaviours, discriminatory actions and cultural "insensitivity" persistently and consistently experienced at personal and systemic levels impacts directly on the mental wellness of visible minorities.

Most recently, literature regarding torture victims has emerged. Identifying, understanding and responding in an appropriate, sensitive manner to victims of torture or on issues related to torture victims is a complex matter. In general, torture victims may be reluctant to come forward. Many are suspicious of "helping agencies" and find disclosure unsafe or inappropriate. Also, victims may not want to share their pain and experiences due to feelings of shame, re-experiencing (reliving) the torture, fear and protection of the family.

The goal of torture is to destroy the personality and as Elaine Scarry states in After the Door Has Been Opened (Matas, 1989):

> "Pain ... is a vehicle of self-betrayal. Torture systematically prevents the prisoner from being the agent of anything and simultaneously pretends that he is the agent of some things. Despite the fact that in reality he has been deprived of all control over and therefore all responsibility for this world, his words, and his body, he is to understand his confession as it will be understood by others as an act of self-betrayal.
>
> The goal of torture is to make one, the body, emphatically and crushingly present by destroying it, to make the other, the voice absent by destroying it."

Stated in The Invisible Scars of Torture (Rauchman, 1985),

> "the physical symptoms of torture may include lacerations, burns, scars, fractures and broken bones, but physical abuse dealt by those who inflict, torture is devised to leave as few tell tale signs as possible or those that will disappear over a short span of time. And so, individuals are beaten, slapped, kicked, punched, raped or held under water to a point short of drowning. Many are hit with rifle butts, beaten with heavy whips, rubber truncheons or with heavy sticks wrapped in wet cloths to minimize visible damage."

By the time a torture victim seeks refugee status in Canada, the outward markings have disappeared. However, there may be lasting internal or neurological problems which require medical treatment. In addition to the visible, physical scars are the invisible scars which may plague a torture victim for months or years after the physical torture has ceased. These visible scars may appear as anxiety, depression, severe nervousness, recurrent nightmares, etc. Thus, the legal substantiation required by immigration authorities is not always found in physical or outward manifestations.

4.3 Racism

The changing complexion of communities in Canada appears to have a direct influence on available literature regarding immigrants and refugees and their issues or concerns. Until recently, systemic and personal racism were either not considered as necessary to articulate or they were topics briefly included in a malaise of other issues. However, a review of Canada's attitude towards immigrants and refugees would clearly identify it as a racist attitude. According to Matas (1989) in Closing the Doors, "to talk of racism in Canadian immigration policy before 1978 is being over generous. Rather, we should talk of racism as Canadian immigration policy". In short, Canada's immigration policies and practices expressed a clear bias against visible minorities in favour of western Europeans. Evidence of this type of bias can be found as early as 1908 where the Order in Council decided that as of January 1908 immigrants must possess $25.00. By June of that year, the Order in Council raised the amount of $200.00 for all Asiatic immigrants except those from China and Japan; they were regulated by a distinct set of discriminatory rules. The Order in Council stated:

> "Their [Chinese and Japanese] language and mode of life render them unsuited for settlement in Canada, where there are no colonies of their own people to ensure their maintenance in case of their inability to secure employment."

In 1910, the Canadian Immigration Act reiterated Cabinet's powers to restrict entry to those immigrants with the minimum amount of money and that that amount vary according to race.

The present Immigration Act states "that any person who seeks admission to land is subject to standards of admission that do not discriminate on the grounds of race, national or ethnic origin, colour, religion or sex". However, an ill-informed public, insensitive and unresponsive public leadership or a racist in office contribute to racism in immigration processes even with "racist free" laws.

There are many costs incurred when racism and discrimination become structural ingredients. Racism costs thousands, perhaps millions of dollars annually, in terms of lost potential and overlooked expertise. Denying employment and participation to people on the basis of skin colour preferences is a cost. Lack of recognition and exclusion of the skills, trades and professions of visible minority immigrants is a cost. Forcing refugees to seek welfare and not issuing temporary work permits is a cost. And streaming visible minorities to low paying job ghettos where their expertise is never utilized is a cost. These costs are not simply dollars but more importantly a loss of human resources. As described in A Preliminary History of Settlement Work in Ontario (Armin, 1987):

> "Our clients include economists, professors and majors in chemistry; people who were professionals in their own country but who have come here as refugees. If they are working here as janitors, firstly, the country is not benefitting from their qualifications and, secondly these people must be very depressed because their expectations are not being met."

4.4 Immigrant and Refugee Women

Immigrant and refugee women have been identified in recent literature as "special needs" groups with particular emphasis on the issues of visible minority women.

As noted throughout this report, Ontario is a leading destination for new immigrants to Canada. Changes in policies and source countries have resulted in different immigration patterns. Changes in source countries will result in an increasingly diverse population of immigrant and refugee women in Canada. The most recently arrived immigrants are likely to arrive from areas such as Southeast Asia, Middle East, South and Central America and Africa.

Cultural differences, language differences, circumstances of departure, religion, race, political and economic positions affect the mobility of and access to services for immigrant women. In response to the expressed diversity of distinct needs of immigrant and refugee women, it is necessary to clearly identify these issues in an attempt to formulate an appropriate, effective response.

In Assessing the Needs of Alternative Services for Culturally Diverse Assaulted Women (Katirai, 1992), a statement on the challenges for immigrant women explains:

> "One systemic form of exploitation of the less powerful and marginalized in our society is the exclusion or over-simplification of their experiences. Native, visible minority and immigrant women are often assumed - by policy makers, service providers and researchers - to be both a silent and a monolithic group. The differences in culture, language, race and class background are often overlooked. This over-simplification partially explains the provision of inadequate, generic services which do not meet the needs of these women nor reflect the diversity of their experiences."

Language differences and affordable child care create additional problems in either accessing information or accessing English language classes.

In a recent report, Focus on Immigrant Women: A Study of Immigrant Women's Needs and Programs in the OCASI Network (January 1990), the explicit gaps in services for specific groups of immigrant women was highlighted. These gaps include inadequate services for visible minority women, isolated and disabled women; lack of educational programs which raise awareness of rights and tools for empowerment, affordable child care for E.S.L.; and lack appropriate programs for battered women and torture survivors. The report also mentioned the importance of funding sources improving their knowledge about the complex issues of "target populations" particularly immigrant women.

4.5 Settlement and Integration Services

Given the importance and diversity of the issues highlighted above, the need for holistic and integrated programs for settlement and adaptation is abundantly clear. Services and service delivery mechanisms should be designed with objectives for effective, accessible programs that respond to diversity in immigrant populations.

A study in Guelph (Kramer and LAMP, 1991) identified settlement as a first stage in process of integration followed by short-term and long-term integration needs. It is suggested that integration is a continuing process and on a continuum may appear as follows:

Initial Settlement →	Short-term Integration →	Long-Term Integration
Needs met related to shelter, clothing, food, health problems, E.S.L., income support, schooling for children (including E.S.L.)	Needs met related to: employment or income support, permanent housing, adult education upgrading, advanced E.S.L., mental and physical health needs resulting from trauma, sponsorship of family members	Needs met related to: family adjustments, community acceptance, access and involvement, cultural retention and sharing

It is also noted that the process of integration is not as simple as has been outlined above. There are fine lines between categories and often service needs overlap.

The Cross Cultural Learners Centre (CCLC) in London, Ontario provides a multi-faceted program for settlement and adaptation. The Centre originally focused on issues of "Third World" education and developed other services in response to changing community needs. Briefly, the services provided are:

- settlement services for newly arrived immigrants which includes orientation to the city, information on services and facilities, assistance in obtaining food, shelter, schools, employment, English language classes, escorting to doctor, hospital, etc., document translation.

- integration services for immigrants which includes legal information, information on rights and entitlements, advocacy and lobbying, health issues, community development and empowerment.

Housed within the same facility as CCLC is the cultural interpreters service and nearby is Global House - a reception or welcome house for newly arrived immigrants, particularly refugees. The proximity of services allows for immediate access.

The staff of CCLC, Board members and committee members are representative of local immigrant communities. Services are provided in a variety of languages by workers from culturally and racially diverse immigrant groups.

In Toronto, the Catholic Immigration Bureau is one agency that provides settlement and integration services through several offices or satellites located in various areas of the city. This model was developed in response to the population size and diversity of needs expressed by immigrant communities.

The Bureau originally provided services to a single ethnic group (Philippine) within their parishes but decided to adopt a "multicultural" approach which would include service to others from the immigrant population.

Services include: basic orientation, referral and information, assistance with documents, housing, employment, E.S.L. The Bureau has developed special programs to meet specific needs such as: a seniors program, youth programs, parent-child counselling, programs responding to family violence.

5.0 METHODOLOGY

Immigrant communities in the Hamilton area represent culturally, racially, religiously, linguistically, politically and socially diverse populations. Recent statistics reflect an increase in the representation of culturally and racially diverse immigrants among the newly arrived. However, diversity is not limited to culture or race. There are differences in every society, community or group of people and a monolithic perspective does not reflect the wide range of individual expertise and experience. Within each immigrant community there is a wide diversity in lifestyles, philosophies and practices.

Traditional research usually examines issues from a monocultural perspective, which does not recognize or under-values cultural and racial diversity while operating on the assumption of the homogeneity among people. Analysis, outcomes and policies are stated in terms which assume the approaches of dominant culture are appropriate in all situations.

To capture some of the experiences of immigrants in Hamilton and to identify needs, barriers and gaps in services and service delivery, it was necessary to recognize the existence of differences in approaches to sharing information or variances in communication patterns. Flexibility in methodology is important for an inclusive and comprehensive outcome and the techniques used in this research were adapted to facilitate the particular groups, individuals or agencies.

Various approaches were used to gather information in this research which included: questionnaires/surveys, individual interviews, focus group discussions with members of immigrant communities, focus group discussions with service providers (mainstream and ethno-specific), community-based Advisory Committee meetings and relevant literature. Table 2 summarizes the research activities.

5.1 Questionnaires/Surveys

Standard survey methodology proved to be problematic in some aspects of this study. In an attempt to adjust survey methods and to ensure a favourable reception, the questionnaires were designed under the direction of the Advisory Committee and with the assistance of cultural interpreters. Two types of questionnaires were used; one directed to service providers, agencies or community organizations (both mainstream and ethno-specific), the other to immigrant community members. Copies of these surveys can be found in Appendix C. As required, questionnaires were interpreted and/or translated to overcome language differences. Appendix C also contains a questionnaire translated into Vietnamese as an example. The format of the questionnaires encouraged respondents to reply with brief essay style answers thereby allowing for some detail. Appendix D

TABLE 2: SUMMARY OF METHODS

Activity	Who involved	Which Communities	Who responded/ participated
1. Surveys			
a) mailout	- mainstream service providers (sent out 84)	service providers	26 mainstream service providers
b) mailout with translation	- community members and ethno-specific organizations (sent out 64)	service providers	46 community members from the following communities - Iranian - Vietnamese - Portuguese - Spanish speaking
2. Focus Groups			
a) with interpreters	- community members	- Somalian - Ethiopian - Spanish-speaking - Portuguese - Chinese (from Vietnam) - Cambodian - Laotian - Vietnamese	8 groups providing a total of approximately 90 individuals
b) without interpreters	- service providers	mainstream and ethno-specific service providers	2 groups providing a total of 17 individuals
3. Information Gathering	Immigrant-serving agencies	N/A	- London Cross Cultural Learner Centre - OCASI (Toronto) - Catholic Immigration Bureau (Toronto) - North York Board of Education - University Settlement House (Toronto) - Ontario Welcome House (Hamilton) - SHAIR International Resource Centre (Hamilton) - Immigration Canada (Hamilton)
*4. Conversations/ Interviews	- community members	- Ghanaian - West Indian - Indo-Asian - Iranian - Vietnamese	- 10 people total
	- mainstream service providers	N/A	- Catholic Family Services - Circle of Friends - Catholic Children's Aid Society - Employment and Immigration Canada - Hamilton-Wentworth Housing Authority

5. Advisory Committee

was responsible for recommendations regarding the above activities, suggesting necessary revisions to the processes and networking throughout diverse immigrant communities in order to encourage participation.

* because they could not attend a focus group. These discussions happened in person or by telephone.

contains a list of the service providers, agencies and community organizations who were sent copies of the questionnaire. A total of 148 were mailed out and 72 were returned.

5.2 Focus Groups

Focus groups have become an integral component in participatory research. This approach is a method of acquiring information through group discussions based on common interests or experiences. In some instances the focus groups are used to explore new areas, to develop an alternative knowledge base or to challenge existing information. Alternately, focus groups may be used to present the perspectives of those most affected by the area of research by relying on their shared experiences. For this report, the latter purpose was the most appropriate premise.

Letters detailing the purpose of the study and inviting people to share their experiences or concerns were sent to several agencies and community groups (refer to Appendix D for this list).

This research included two general group types. One focus group consisted of service providers from generic or mainstream agencies who represented various levels within their agencies (e.g., front-line workers to management). The second type of focus group was service providers and representatives of ethno-specific organizations. Some of the ethno-specific agencies are recognized as formal organizations, others, even though they provide services, are not recognized as an agency.

Focus group meetings were held with members from the Somali, Ethiopian, Spanish-speaking, Portuguese, Chinese (from Vietnam), Cambodian, Laotian and Vietnamese communities. Cultural interpreters assisted in each of the aforementioned groups. The researcher and the research assistant helped to direct discussions by referring to questions similar to those of the written surveys and by requesting clarification or elaboration as needed. In general, the groups responded in a collective format, ensuring equal participation of all participants. Notes were taken by the researcher and the research assistant.

The group meetings provided participants with an opportunity to discuss settlement and integration services in "tangible" (i.e., shelter, employment, E.S.L.) and "intangible" (expectations, racism, depression) terms. Generally speaking, group discussions loosely followed the survey outline.

5.3 Conversations/Interviews With Individuals or Agency Staff

In order to incorporate as many views as possible, meetings were arranged in discussion group settings as well as personal interviews. Not all people or groups were comfortable with the lack of privacy in a group

setting; to others formal offices or buildings posed a problem; busy schedules prohibited some from group meetings while others simply preferred to communicate in different surroundings. Thus the option of personal interviews was available to both community members and service providers. Personal interviews were conducted with individuals from the following communities in conversational format: Ghanaian, West Indian, Indo-Asian, Iranian and Vietnamese. The following five mainstream agencies spoke with the researcher on separate occasions: Catholic Family Services, Circle of Friends, Catholic Children's Aid Society, Employment and Immigration Canada, Hamilton-Wentworth Housing Authority.

5.4 Advisory Committee

The Advisory Committee to this study is composed of volunteer representatives of culturally/racially diverse communities in Hamilton.

The Advisory Committee comprised 15 people who met regularly from August 1991 to February 1992 to provide advice and assist with networking in diverse racial and cultural immigrant communities. The community members of the Advisory Committee represent culturally/racially diverse communities in Hamilton including: Arab, Somali, Portuguese, Spanish-speaking, Southeast Asia, Iranian, West Indies, Ethiopia, Indo-Asian, and Ghanaian.

This Advisory Committee was central to the needs assessment process because they encouraged broad community involvement in discussions. They attempted to ensure the unmet needs of diverse immigrant communities and gaps in services were defined by the people who use the services, as opposed to being defined by service providers.

The mandate of the Committee was to represent and present the perspectives and interests of diverse immigrant communities in Hamilton; to ensure an equitable approach was maintained throughout the study; to assist with community contact; to contribute personal knowledge and experience to the study and the process; and to ensure representativeness in the study.

The Advisory Committee is essential to the community consultative process and their participation addressed the issue of community ownership and empowerment.

5.5 The Role of the Researcher

The role of the researcher is a multi-faceted one. The researcher is responsible for gathering relevant information and data, arranging meetings with service providers and community members, and generally directing the study. Information is collected from a variety of locations and sources which provides a broad reference base for the researcher.

With this study, the researcher also acted as a facilitator of group discussions, an information and resource person, and an advocate of the community ownership process. In the process of gathering data, it was also possible for the researcher to share the experiences and feelings of others involved with the study cross-culturally and across communities.

5.6 Beyond the Consultative Process

Action research incorporates a community consultation process. This means that experiences and opinions are solicited from members of the communities who are the focus of the research. While the consultative process may be approved as an effective method of attaining phenomenological data or of facilitating group discussions, there are some criticisms of this approach.

Often the consultative arrangements are made in advance of actual community participation which means that agendas have been set, the area of discussion defined, time perimeters established and the validity of the subject and the process has been justified. It can be said that participants in the process have been given an opportunity to "come and" talk about their experiences and feelings. Politically, this method can be used to validate claims of employing an extensive community consultation process when proposing policies or plans.

Further criticisms of this process address the fact that many consultations do not provide participants with information about the procedures involved, nor the development of the study, yet these participants have been selected to make a meaningful contribution.

On the other hand, the community consultation process cannot simply be ignored. It is important that the perspectives of "community representatives" or "stakeholders" contribute to the fundamental framework of the project, policy or procedure. It is even more important that the input of those who are "consulted", which often constitutes those who will be most affected by the study or policy, is considered essential to the entire process.

This study attempted to go beyond community consultation by engaging in a community partnership process. Community partnership intends for communities, specifically those who are the subject of the research, to have ownership of the process and ideally, the outcome(s). By maintaining a community-based focus throughout the study communities are empowered, thereby allowing the communities to take ownership of the study and realize a partnership arrangement. This is further demonstrated by the involvement of community members in directing the study, defining the terms of the study and identifying issues specific to community needs.

5.7 Limitations

Settlement services have been defined as those services which respond to the immediate needs of newly arrived immigrants, while integration has been defined as services necessary in the continual adaptation process. In any event, both short and long term services required to assist immigrants with integration have a great impact. Therefore, it is important to articulate the limitations associated with this study.

Every effort was made to include the perspectives and experiences of many of the diverse immigrant communities in Hamilton; however time constraints did not allow for a more extensive study to take place. As a result only a portion of the immigrant population were involved in this process. Although many may report similar experiences or share a common perspective (as represented in this study), others within the community may not. To avoid reinforcing negative stereotypes, broad generalizations should not be made. For example, the following communities were contacted but did not participate in focus groups or surveys:

Polish	Arab	Hungarian	Pakistanian
Armenian	Philippino	Czechoslovakian	Barbadosian
Guyananese	Japanese	Korean	Dominica Republic
Jamaican	German		

Nonetheless Arab and Pakistanian were represented on the SPRC Advisory Committee.

There are many reasons why people may not participate in research. First, they may not have time to participate. Second, they may not believe it be a useful exercise because nothing ever changes anyway. Third, the study may not have been clarified well enough to help people understand the importance of their participation. Fourth, since the idea for the project was generated outside the community by funders, people may not have felt any ownership of the process and therefore were not motivated to participate. Unfortunately, it was not possible to follow-up with all the non-respondents to discern why they did not participate.

The study concentrated on identifying needs and gaps in services for immigrants in Hamilton. Immigrant communities are not a monolithic population. As with every group of people, there is "diversity within diversity"

such as differences in culture, religion, language, and political beliefs. Although the study categorizes somewhat, (i.e., newly arrived immigrant) longer term immigrants and refugee, we strongly caution against employing a homogeneous or monocultural analysis.

This study occurred in a time of economic hardship, and public and political confusion about future decisions regarding service provisions for immigrant communities in Hamilton-Wentworth. Due to the general lack of knowledge of the issues related to settlement and integration, needs or services and for a successful project outcome, a fair amount of time was required for advocacy and raising awareness.

Two final limitations to this methodology which are specific to diverse racial, cultural and language groups require explanation here. The first issue focuses on a conceptual issue. When immigrant groups are not formally organized according to bureaucratic standards in Canada it is often assumed that they are unable or unwilling to do so. In reality conceptual differences may exist. For example, historically Somalians are known to be nomadic. This means that people will move in a collective manner ensuring the needs of all within the "community" are met. Social service systems as experienced in Canada may not be functional in Somalia. Thus, upon arrival in Canada they are forced to structure their community in accordance with government regulations in order to be formally recognized to secure funding to service the needs of the community.

The second issue focuses on our ability to get letters, questionnaires and draft reports translated into a variety of other languages. We did not have access to computers and software that have the appropriate letters and symbols necessary to translate English to Arabic, Farsi or Vietnamese, to list only a couple of examples. Thus, where possible translations were done by hand.

6.0 COMMUNITY NEEDS ASSESSMENT

6.1 Diversity of People Requires Flexible Service Plans

This section of the report focuses on one objective of the study:

- to identify newly arrived and established immigrants' settlement and integration needs and perceived gaps in social services.

Thus, this chapter focuses on needs and related issues as defined by members of diverse racial and cultural immigrant communities.

It has already been noted that diversity is a key component of this research and planning activity. Ethnic-racial-cultural-lingual group, immigration status and length of time in Hamilton were thought to be critical categories in identifying needs. It is noteworthy though that this type of categorization of people could lead to a complicated and redundant tool in the planning of settlement and integration services. In addition, this method of assessment further marginalizes and objectifies people while severely lessening the importance or uniqueness of individual experiences. Thus, a list of priorized needs from groups comprising diverse racial, cultural and linguistic communities in Hamilton-Wentworth was not possible.

Section 3.0 of this Discussion Paper illustrates diversities within each ethnic/racial/cultural/lingual/religious community, diversities within immigrant populations and diversities within immigration classifications. **Thus, one will not find in this section, distinct sets of needs for various groups of people.** For example, it is impossible to arrive at priorized lists of needs for 1) Spanish- speaking people who arrived within the last 2 years and are "classified" as refugees, 2) Ethiopians who arrived 5 years ago as refugee claimants or 3) Polish people who arrived as landed immigrants 30 years ago. This list of people could become very long.

Once one understands this level of complexity, there are a few more issues which require consideration. How can this list of needs be updated regularly to reflect the changing demography of the Hamilton-Wentworth Region? Who is responsible for this update? How can one take this scenario one step further regarding whether or not services are actually available and if they are, why some people are not using them? Given heterogeneity within ethnic groups, even if one knew how many people were in a specific group one cannot generalize needs to the entire group and put a service in place; it could result in a underutilized service. This list of additional issues could also go on and on. **The central message is clear though: given one cannot develop an ideal needs assessment project in 6 months, allowing for a diversity of needs to be highlighted in conjunction with a flexible plan to respond to those needs is of critical importance.**

6.2 Summary of Needs and Other Important Considerations

This chapter attempts to document the needs found as a result of the survey and focus group activities. Given the explanation above, the needs assessment results support the diversity theme. It is necessary here to reiterate there were immigrant communities who did not participate in this study.

It was difficult to engage and access recently arrived immigrants for this formal research process. As a result of this difficulty, three methods of information gathering were utilized: focus groups, open-ended surveys and personal interviews. Consequently, the information received through these processes represents individual responses as well as results from group discussions. Appendix E contains data from the survey of community members.

In order to properly understand the findings of the community needs assessment, two basic considerations were made. The first consideration was that immigrant communities, to a certain extent, have expressed similar concerns or needs regarding services in Hamilton. The second consideration focuses on the factors which influence people's needs. Based on consultations with individuals and community groups, the following suggests the most prevalent settlement and integration service needs are: food, shelter, employment, education, health care and English language classes. The following list outlines these in greater detail.

a) General Orientation: a strong need for comprehensive orientation to "life in Hamilton" emerged as a priority. An array of topics and issues were identified:

   i) Government programs: newly arrived immigrants require information on and access to the variety of government programs which are available to all residents. A factual introduction to these programs should be accompanied by a general description of the role of government as a service provider. In some countries social services are not provided by government or in other countries the organization of the society addresses social service needs in other ways.

   ii) Introduction to the City: newly arrived immigrants should be given orientation to the geography of the City of Hamilton including the use of the public transportation system and the location of key service and shopping areas.

   iii) Adaptation: orientation to the lifestyle of the area including knowledge of currency, shopping, budgeting on limited income, recreation sites and events, hours of business, employment methods and community interaction would greatly assist newly arrived immigrants.

iv) Rights and Entitlements: Newly arrived immigrants need knowledge about the basic rights and entitlements in Canada. This includes an understanding of immigration/citizenship processes and classification, civil rights, legal rights, and the role of police.

b) Cultural Interpreters: With respect to settlement issues, the need for cultural interpreters, services was highlighted as critical. The availability of cultural interpreters was viewed as important in accessing existing generic services in the "broader" community. Although, equally important, language interpretation was seen as helpful to, while cultural translation was identified as essential for, successful interaction and greater understanding.

c) English As A Second Language (E.S.L.): The availability and accessibility of E.S.L. classes were also viewed as critical components of the settlement services system for many newly arrived. In several cases long waiting lists hinder participation which further delays or complicates entry to the workforce. The lack of affordable daycare facilities for attending E.S.L. classes further complicates matters.

d) Employment: All participants discussed the need to obtain employment immediately. Lack of recognition of the skills, trades and professions of immigrants creates barriers to accessing employment. In addition, language differences, cultural and racial prejudices, an absence of "Canadian experience", an inability to obtain equipment/materials required for work, i.e., tools, affect entry to the job market. As well, refugee claimants are not eligible for employment programs where training subsidies are available.

e) Housing: Affordable, safe housing is imperative for immediate settlement. Problems with housing faced by newly arrived immigrants may include: affording first and last month's rent, discriminatory practices by landlords, proximity to and location of services, such as schools, public transportation, banks, and shopping.

f) Matters of Immigration: The participants expressed several serious concerns regarding interaction with immigration departments, those being:

i) Information is not available in several languages. Hamilton-Wentworth comprises more than 50 language groups and the following are just a few examples: Somali, Farsi, Khmer, Arabic, Amharic, Urdu, etc.

ii) Cultural interpreters are not readily available to assist in filling out forms or to facilitate communication.

iii) When cultural interpretation is necessary, individuals are forced to rely on volunteers from their community, or relatives, who contribute their time and expertise without financial compensation or professional recognition.

iv) Immigration personnel discriminate, make arbitrary decisions and demonstrate insensitivity, specifically, towards culturally and racially diverse immigrants. Immigrants felt they were at the mercy of the Immigration Officer because he/she is solely responsible for deciding an immigrant's status.

v) Recent adjustments in the operations of the local immigration office discourage people from making in-person visits, using mailout forms as a preferred method. People wanting to access immigration information may require interpreters or others who may offer explanation. Thus, this creates additional problems in the speed and effectiveness of communication.

g) Community Contact: Besides tangible needs of settlement and integration, there are intangible needs such as, contact with people from same culture, race or country of origin, which are required for adaptation. Information about the various communities in Hamilton should be available at public agencies.

h) Investment and Commercial Ventures: some immigrants arrived as investors and require financial advice in order to prevent exploitation.

It was problematic to arrive at a priorized list because with the diversity of experiences, people arrive in Hamilton with different needs. In order to ensure all recently arrived people have their needs addressed to, the above outline should be viewed as important service development criteria.

The effectiveness of orientation programs was identified as an important determinant in the ability of newly arrived immigrants to access services which would meet basic needs for shelter, employment and E.S.L. training. Formal orientation programs which currently exist in the community did not have an adequate level of visibility in many of the immigrant communities and were viewed as lacking in community response, involvement and sensitivity. As a result, orientation services are frequently provided on an ad hoc volunteer basis within the community, by community members.

The vehicle of service delivery was judged to be of critical importance particularly with respect to the quality of service. This issue is important for newly arrived immigrants coming from nations which do not contain a system of formal government or voluntary sector services as is identified in Canada. Representatives from diverse immigrant communities, most of whom also belong to ethno-specific organizations, are often the most "comfortable" point of first contact for some newly arrived immigrants. However, it is important to note that the creation of formal community organizations, as experienced in the North American context, is not typical of all countries or cultures, consequently, not all communities create support organizations.

The large majority of respondents reported significant difficulty in accessing services. The most frequently cited sources of difficulty were:

- language and cultural interpretation problems
- lack of information about service availability

- insensitivity to cultural and racial differences by agency staff
- lack of recognition for skills

The most frequently stated solution for resolving these problems related to the establishment of and increased resources for ethno-specific organizations which would provide translation, orientation, cultural interpretation and information/referral services. Settlement and integration services would therefore be provided through a network of organizations which would serve specific groups, i.e., a Somalian organization to service the Somali community, a Vietnamese organization to serve the Vietnamese community. The second most frequently stated solution involved the establishment of a central resource centre for immigrants which would be capable of providing a variety of services to a variety of different groups.

There was, consequently, a clear preference among the participants from immigrant communities for a service model which relied heavily upon ethno-specific organizations rather than a centralized resource or mainstream agencies.

As noted earlier, the second consideration for the needs assessment component was that race, culture, religion, political ideologies and the circumstances of departure from country of origin are some of the factors which influence the specific needs and service requirements of those immigrating to Hamilton.

Personal experiences are extremely important as they form the basis for phenomenological study. They also prod the reader to acknowledge that any given area of study usually contains several equivalent perspectives. Following are segments of the discussions held with members from culturally and racially diverse immigrant communities namely Ethiopian, Somalian, Portuguese, Spanish-Speaking, Vietnamese, Laotian, Cambodian, and Chinese (from Vietnam). These detailed accounts reported from the focus group conversations reinforce the extent of "diversity" noted earlier.

6.3 Reports from Individual Communities Which Reinforce the Diversity Theme

a) Somali Community (with the assistance of a cultural interpreter)

Since the mid 1980's people from Somalia have been arriving in Hamilton. Civil War and human rights violations have forced many Somali people to flee their homeland. In Hamilton, they are considered as one of the newest groups to arrive. As a newly arrived population, they do not have an established or long term community base to assist in the process of settlement and adjustment. As all refugees, the Somali people do not meet the specified requirements of some mainstream agencies so many of their needs are not met. Language, culture and race differences create additional barriers.

In discussing immediate needs the group agreed that orientation, shelter, employment, an opportunity to learn English and assistance with immigration processing are the most urgent needs. Financially most refugees are dependent on government assistance. The amount of money received from the welfare department is not enough to meet basic living requirements. Consequently, this means applying for subsidized housing where there are long waiting list. Larger families experience greater difficulties in finding suitable and affordable housing due to family size or the biases of "Canadians" towards Somalians or one's financial status.

As stated by one participant:

> "We arrived in July with 7 children. The most important need is shelter - a home. This is difficult because they (landlords) require first and last month's rent up front. The person is here as a refugee claimant, on a limited income that does not consider first or last month's rent."

Recently, the government concluded that Hamilton-Wentworth does not require a reception house as it is no longer designated for a receiving refugees. However, refugees from Somalia continue to locate in Hamilton. One woman shared her experience:

> "I have been in Canada with my children only one week, and need a place to stay. There is no reception house and subsidized housing takes time. The only alternative is a hostel or temporary shelter... The Sister's of St.Joseph was my only choice for shelter. It would have been better if I could have been served by Muslims or non-religious affiliates, but I had no choice; I needed shelter for my children and myself."

Refugee claimants must wait long periods of time for an initial hearing and at least two years for a final hearing to determine if they are "legitimate" refugees. Before their first hearing claimants are not permitted to work, thus forcing people to collect welfare. At the point of an initial hearing a temporary (12 month) work permit is issued. However, restrictions are placed detailing the fields where refugee claimants cannot work such as teaching, day care, health care or food preparation. According to John Butt, director Protection Policy, Refugee Affairs Branch at Employment and Immigration, these restrictions are placed in order to "protect Canadians from communicable diseases". Even with temporary work permits, Somalians face barriers to employment:

> "some employers insist that you must be landed before they will hire you...but you need a job to landed."

One person stated that when they were looking for a job everyone wanted "Canadian" experience. In reality many refugees have high school and/or post secondary education in countries other than Canada but are able to find employment mainly in low paying service jobs.

Another participant explains his situation:

"My background is Master of Agricultural Science. I am a refugee. I was told that in order to get landed papers I must get a job, to get a job in my area of expertise would most likely be a provincial position, but I cannot get a job with the province unless I am landed and I cannot be landed unless I have a job...."

Although federal immigration departments are attempting to improve and hasten the "processing" system, people are largely confused by the new rules for refugee claimants. Members from the Somali community identified problems with immigration procedures of as both prevalent and distressing:

A mother explains:

"I have 4 children, 3 of the children are in Somalia. When I first came to Canada 2 years ago I declared them. I was told that I must have landed papers to get them and to get the papers I need a job. But with one child it is more difficult. I worry all the time for the safety and well-being of my children I left behind."

A single mother of 4 children who is waiting to be processed or to have her hearing says she has been sent to Hamilton from Ottawa. She has been told that she must work to be landed but with four young children to care for she can only work part-time and still she is not able to receive her papers.

Problems with immigration processes have an affect on other areas of family life. In reference to education, a participant explains:

"The children cannot go to school until our family has been processed or had a hearing to determine whether or not our claim is valid. The months pass and the children are not in school. I cannot go to school or take advantage of any E.S.L. programs until I have been "processed". The children's case is with the lawyers, the mother's case is with immigration."

There is a lack of information regarding available training programs, how to access training programs and work. Generally, people in the Somali community feel that they are not receiving information from service providers.

When information is provided, it is not language appropriate or culturally appropriate, as the following excerpts illustrate.

"I landed in Newfoundland, and there is no Somali community there. This leads to isolation and makes it difficult to access services and address needs. My immediate needs were to understand the language or to have someone who spoke Somalian. An interpreter was supposed to be helping me but they didn't have an understanding and didn't even know how to say my name."

Another person states:

"I didn't know anyone. A translator introduced me to areas where I could get help with welfare, and housing but there was no place in the ethnic community to address my specific needs or speak my language and understand my culture and religion. My family is not here, so I had to establish new friends."

A major concern in the Somali community of mothers in Canada who, in some cases, have children remaining in Somalia is that the needs of the family are not addressed. Greater compassion, understanding and attention should be given to the reunification of the family unit.

There is a need to recognize the tremendous emotional and mental strain on Somali people who are concerned with securing help for children, spouses, family members and community left at home in a war-torn state with problems of little food, no communication, and gun fire. Complications with immigration, the circumstances surrounding the flight of refugee claimants from their homeland and the concerns for home may leave deep, emotional scars but this pain and scarring is not addressed.

Finally the lack of Somali organization, in Canada, adds to problems faced by the people. Although needs are being met by community members, they need equal access to services or programs, finances and the support of bureaucracies.

b) Ethiopian Community

Ethiopia has been engaged in civil war for about 17 years. This has forced many Ethiopians to flee their homeland and seek refuge elsewhere. In Hamilton, the majority of Ethiopians have been arriving since 1983, as refugee claimants and government sponsored landed immigrants. Generally considered as one of the newer groups to arrive, Ethiopians do not have a formal community base. In part, this is due to past experiences that have contributed to a mistrust of "formal" organizations and also due to the scarce job market in Hamilton which has forced people to move to Toronto and other centres.

In discussing immediate needs, the group identified shelter, orientation, information and employment as priorities but further suggested other immaterial needs exist that are equally important and should be addressed.

One person says: "When I first arrived I was very nervous; there was nobody to take care of my sister and I, no one to assist us and everything was new."

As one participant questions: "What if you are ill when you first arrive and need aspirin or something like that, they do not help you."

"My sister and I received $126.00 every two weeks from the welfare department to pay for all our needs like rent, food, clothing, transportation. It was not enough money especially since my sister was pregnant and had special needs. We told the worker this but they did not help. In order to get separate cheques, which meant more money for us to live on, we had to make it appear as though we were fighting and not able to live together."

"When I first arrived I remember I wanted to shave my beard," says one community member, "but I did not have enough money to buy the razors. I told the worker but they said they could not help me."

Information about services and an introduction to the city may help ease some of the challenges faced by Ethiopians. It is important to have a person, an Ethiopian or other African person, to provide assistance and orientation, from the day of arrival. Without proper orientation it is very difficult to address other immediate needs such as housing or employment.

One person's experience: "an individual from a local agency took me to city hall to find the immigration office; they didn't even know where it was."

Language differences and a general lack of awareness of diverse communities in Hamilton by mainstream agencies add to barriers for Ethiopians in adaptation. The official language of Ethiopia is Amharic and because information is not available in Amharic some Ethiopians may not be able to access vital information or they may be misinformed.

"When I asked about the [Ethiopian] community nobody knew... I had no place to go...did not get orientation to everyday things like general directions to shopping areas or an explanation of the telephone system..."

"I was given money and told to go find a place to live ....there was enough money for rent only, I had no bus fare.."

The fact that some Ethiopians have arrived in Hamilton as refugee claimants greatly affects their entry to the workforce. In addition to immigration status, many feel that immigration departments should demonstrate greater responsibility in providing appropriate adaptation services to the Ethiopian community, particularly around issues of employment, immigration processing and language. The following excerpts highlight the personal experiences of this group and their encounters with immigration agencies or while seeking employment:

"... the immigration office and the multicultural centre are playing handball with people's lives; for example, immigration sends you to the multicultural centre, the centre sends you back to immigration ..."

"... from immigration I received papers as a condition of my acceptance in the country defining what I can do for work and where, for example I was told to work in the factory, that I was not permitted to work in any public place..."

A mechanic by trade and newly arrived in Hamilton says when responding to a job advertisement he was asked if he had the tools for the job. He did not have the tools for the job because he is a newly arrived refugee and receives a minimal income. The employer tells him that if he has the tools he can have the job. The man goes back to his worker and tells the worker that if he has tools he would be employed and able to provide for himself and his family. The worker tells him he must bring him a document from the employer stating the date of hire and then he can get the tools. The man goes back to the employer who asks if he has the tools because without them he will not hire him. He explains what the worker has told him.....someone else is hired.

In conclusion, needs identified by members from the Ethiopian community could be addressed by an Ethiopian or a person from another African country.

c) Portuguese Community (with the assistance of a cultural interpreter)

Most members of the Portuguese community have arrived in Hamilton through the sponsorship of relatives already living in Canada. The high cost of living, lack of support from government agencies to stimulate the economy or help people during economic down-times and the scarcity of jobs are the primary reasons for immigration. In reference to the immediate needs of those arriving from Portugal (or the Azores), the discussion group indicated that housing, employment and information outlining available services in Hamilton were the most common. Generally, this group felt that "this country needs immigrants" and should extend efforts to provide information and assistance which would enable people to fully participate in society.

Some participants felt that language differences are the cause of many of the problems identified by members from the Portuguese community. Unable to communicate fluently in English, individuals have difficulty articulating their needs or the needs of the community.

Sometimes the newly arrived families require more help than the sponsoring family is able to provide. Before arriving in Hamilton, some are given a picture of the "good life" waiting for them in Canada and are not prepared for existing challenges. Finding immediate employment in order to ease the financial pressure placed on sponsoring families is a priority. Portuguese immigrants encounter language barriers while seeking employment. In addition, the skills and trades acquired in the country of origin are not recognized in Canada.

Although skilled, a person must learn and demonstrate functional English language skills before they can practice their trade. A few people explain:

> " ...I am a welder by profession but cannot pass the English tests."
>
> "...the tests for professions such as welder, electrician, etc. should be based on the level of skill and not the ability with English."
>
> "...the knowledge of the job is a practical knowledge not an academic one. It should be performance rated first and English comprehension after."
>
> "there should be someone available to translate when testing so that the skill level can be assessed."

Cultural interpreters are needed to assist with the adjustment process in the Portuguese community. Although someone may be able to translate Portuguese to English or have a basic understanding of the language, misinformation and errors result if the message is not conveyed in cultural context. Two people explain:

> "Some interpreters are professional people paid by the government, but do not know what people are saying or the context of what they are saying. One woman needed some assistance and the interpreter translated the information incorrectly and the woman was sent back to her country of origin."
>
> "doctor's do not understand the language or culture and can be insensitive to the needs of patients."

Increasing the number of English language classes (E.S.L.), improving the accessibility of classes and directing E.S.L. programs in job specific directions are additional priorities identified in the discussions.

Some stated that even though there are some classes in the neighbourhood they are not close to home and people on limited incomes or earning minimum wage may not be able to afford the additional expense of bus fare to attend E.S.L. classes. The lack of affordable and accessible daycare complicates attendance and participation in E.S.L. programs as is illustrated in one woman's story:

> She is a young woman who arrived in Hamilton with her husband and children. Her husband left her while her mother was sick. He left three years ago and there has been no communication from him for at least one year. She has been working now for one year. She is a cleaner at the police station. She has three children to look after and receives no support from their father. During this last year her mother died; she feels further isolated and alone. She does not speak English and she cannot afford to pay a babysitter to look after her 3 children while she attends E.S.L. classes so she does not go. Even if she does not work mother's allowance will not cover daycare costs for this purpose. At her job the cleaning staff is all Portuguese and speak most often in their language and she feels she will never learn to speak English. As a young, single parent she is feeling very much alone.
>
> Another person says: "..they should offer E.S.L. classes at night for working women or E.S.L. in the schools where their children go."

Many members felt that E.S.L. programs could be improved by employing more dual language instructors ie. Portuguese instructors, offering flexible program hours for evening and shift workers and conducting more E.S.L. classes in workplaces. Added to this is the issue of mother tongue literacy levels. The group suggested that governments in other countries should learn functional English and ensure that those wanting to immigrate to English speaking countries have a working knowledge of the language. One person shared an experience in preparing to come to Canada:

> "...after three months of English classes at home I was asked to take a test to test my skill in English. They asked me my name and based on that they told me that I could speak English and did not need E.S.L. classes."

Further conversations pinpointed counselling services as another important area requiring attention. The community is anxious to have Portuguese people trained to provide counselling services particularly in the areas of family problems, marriage breakdowns and sexual assault. In the absence of Portuguese counsellors, the community members feel as though they do not have a vehicle to address their problems.

> "If a newly arrived person needs additional financial help and goes to welfare claiming needs on the basis of family breakdown or breakdown in sponsorship then immigration is informed and immigration will not allow the family to sponsor other family members. This creates problems within families."

> Another individual shares the experience of a woman who had a dispute with her family and as a result of their argument the family sent her back home.

Today community members say that many use the Portuguese Information Centre whenever they need assistance or information. It is difficult for the Centre to respond to everyone's needs as a majority of the work is performed on a voluntary basis or with little financial support. Still the community members participating in these discussions emphasize the need for a place or a centre for the Portuguese community.

> "We first left Portugal and spent 12 years in France where we enjoyed a very good life. Then we decided to come to Canada because everyone has told us it was the land of milk and honey. When we arrived we had to live in a basement with our two children. We did not have jobs and nobody helped us to adjust. One time there was no milk for my baby ....it was a neighbour who came to help us. Now I live by myself on a pension. If I need anything like going to the doctor it is the Portuguese Information Centre that helps me."

d) Southeast Asian Communities (with the assistance of cultural interpreters)

A focus group meeting was held with members representative of some of the Southeast Asian communities. In addition to providing perspectives from various communities, those in attendance contributed some of the personal experiences of Southeast Asians in Hamilton. The group was composed of community members from the Laotian, Vietnamese, Cambodian and Chinese (from Vietnam) communities.

e) Laotians

Laotians have been arriving in Hamilton for several years. In the past, government and local churches sponsored the immigration of Laotians to Hamilton. The majority of Laotians were not sponsored directly from Laos, rather sponsorship would have occurred from refugee camps. This may have contributed to the lack of formal recognition of this community and service gaps in settlement and adjustment needs of Laotians in Hamilton. Now, Laotians are sponsored directly by family members who are already in Canada.

Two or three years ago the Laotian community in Hamilton attempted to obtain a grant from a federal government agency in order to hire a community co-ordinator for the Laotian community. Their proposal was turned down; they were told the refusal was due to an insufficient number of Laotian people in the community to warrant the grant. In the absence of a government representative, a settlement worker or funding for a worker, this community uses a system of volunteers in combination with forming links to Laotian communities in other cities as a method of providing services.

The group identified orientation, employment, job training, education, and E.S.L. as immediate needs. General orientation is important for newly arrived immigrants. As one individual stated:

> "it would be good if someone was at the airport to greet you and tell you what to do..."

Others indicated newly arrived immigrants require help completing forms and applications not written in Laotian. In addition, culturally and linguistically appropriate information should be readily available in several agencies. The group identified information and assistance with employment as a priority. As one participant says:

> "we need people to be hired to help others fill out forms, for job search etc.....right now people from the Laotian community can only give their spare time...."

Laotians experience great difficulties with the educational process and E.S.L. programs in Canada. There are several reasons for these challenges. For example, some younger members of the community want to complete grade 12 and receive a diploma but due to differences in language they are unable to do so. A community member describes the situation:

> "We need to have teachers in the school system who are Laotian. For example, we should have a teacher who is able to speak Laotian teach the students math. Right now there is only one teacher and they teach Laotian to the students in a heritage language program. There should be a teacher who can explain the concepts [in math] to help the students keep pace...."

Another person explains:

"My wife wants to go to school, she wants to take English classes. The immigration department says my wife has to take English on her own."

The lack of recognition of the skills and professions of Laotians add to existing barriers in access to employment. The inability to communicate in English contributes to further complications. In some cases, individuals are seeking employment but are told that they "need English" and training for the job. In some instances members from the Laotian community who were nurses or government mechanics at home went to apply for jobs and were turned away because their "English was not good enough". To improve their English language skills, some people decided to go to Mohawk hoping that when they complete the course they would be able to find employment in their fields of expertise. Unfortunately, not everyone was successful in the course which leads to further disappointment. As an alternative method of training, community members suggested using a system of on-the-job apprenticeship to familiarize people with the work environment and then test for the level of job related skills.

There is a Laotian community organization in Hamilton. Where possible, they assist newly arrived immigrants as well as those who are not newly arrived but require information or help. However, listings of local ethno-specific organizations are not readily available and in some cases, contact takes time.

"one woman came to Hamilton. She was staying in the 'hotel'. She did not know about the Lao Association and for several days she was alone. She was not accustomed to the food here and it was a while before she had any rice."

The insensitivity of mainstream agencies accompanied by discrimination creates problems for those attempting to get information or service. A member of the community describes his experience:

"I was trying to help someone complete forms they had received from social services. I called the mountain office welfare department to ask a few questions in order to clarify what was needed. The person who answered the phone told me that I should get someone who speaks English to call instead of me...I was speaking English - I have an accent, but I was speaking English."

f) Cambodians

People from Cambodia said they arrived in Canada primarily as refugees. Although they are not always identified as the newest group of immigrants, certainly settlement and integration service requirements remain as a priority. Immediate needs most identified by community members include shelter, food, clothing, orientation, English language classes and in general, assistance with forms such as applications for family benefits, employment applications, etc.

Language differences were noted as a major cause of problems in accessing services which facilitate adjustment and settlement. In addition to language barriers, literacy levels in mother-tongue language complicate matters. Some participants spoke of the challenges faced when trying to find a job when someone is not able to read or write.

> "my husband does not speak English and he does not have a job. When he goes for interview he cannot fill out the forms and so he has problems..."

English language classes are an important component of settlement services. The ability to communicate in English directly affects employment perspectives. Eligibility for classes is dependent on financial circumstances, status and familiarity of English. A focus group participant explains:

> "Family benefits says he must look for a job. They said he must show them that he has applied to at least 30 companies in one month. He does not read or write English and cannot speak English very well."

Another person relates a similar experience:

> "I am on the waiting list for E.S.L. classes at Mohawk. I was working but now I do not have a job and I am receiving unemployment insurance benefits. In a few weeks my benefits run out but the E.S.L. classes do not begin until sometime after that and I do not have a job."

Discrimination takes many forms as some in the Cambodian community can attest. When applying for jobs, one person stated that they would not be hired, just told to go home and wait. Another individual described his personal situation:

> "I have been in Hamilton for 6 years. Family benefits says that I must have a job but I speak only a little English. I have not taken an E.S.L. class. Besides that I have only one arm. People do not want to hire me because they think I cannot do the job. I have papers from an old company where I worked saying that I am qualified, but no one wants to hire me."

Improving accessibility to English language classes and job training was identified as a priority. Often job training or counselling is available only to those receiving unemployment insurance benefits and neglects people who want or need job training but are not receiving benefits.

Cultural interpreters and E.S.L. teachers of the same cultural or racial background as those using the service was highlighted as an important consideration in the delivery of services. Community members focused on the difficulties faced when people are trying to learn a new language [English] from those who do not speak Cambodian or lack cultural context.

g) Vietnamese

For the most part people said they arrived from Vietnam as government sponsored landed immigrants or refugees.

A wide range of immediate needs was identified by members from the Vietnamese community including employment, orientation, shelter, information, E.S.L. and community support. Service needs vary as this community consists of both newly arrived and longer term residents. A community member discusses the circumstances of some senior community members in this passage:

> "Some members are a little older, 59 years and older. They feel as though they are old and they see this as a problem. One person is living in a house with his son and family. There are 9 children in this family and the house is small. The problem is there is not enough room at the house. My son sponsored me to come to Canada; he was working then. Now my son is unemployed. There is not enough food...."

When professional ability is not recognized, many immigrant people are forced to accept positions of employment outside of their area of expertise. A few people expressed disappointment at constantly being asked for "Canadian" experience.

> "I think this is a big problem. In Vietnam I was a teacher; then I came to Canada. I was told that my qualifications did not apply here. I had to find a job so I ended up washing dishes in a restaurant. About 2 years ago I applied to the board of education for a teaching position. The first they asked was, where are you from? Are you from Southeast Asia?"

Establishing an organization for Vietnamese people in Hamilton was articulated as an important concern. Participants indicated that more attention should be given to community development efforts. A Vietnamese organization would provide support and information to other community members.

h) Chinese (from Vietnam) (with the assistance of a cultural interpreter)

Members participating in the focus group described themselves as Chinese people from Vietnam. Most said they arrived in Hamilton as government sponsored landed immigrants or refugees.

Immediate needs identified included jobs, assistance with immigration processing, general orientation and cultural interpretation.

People want to establish their own contacts and manage their affairs but the inability to communicate in English prevents them from doing so.

Increased Chinese representation in government departments would assist immigrants in obtaining the services required. Linguistically appropriate information should be available at all mainstream agencies to allow members of the Chinese community better access to services.

Many young people in the Chinese community have ample skill and work experience but are unable to speak English. E.S.L. classes should be specific to job preparedness to help facilitate their entry to the workforce.

There are problems in trying to understand the E.S.L. teacher; therefore instructors from the same language and culture as the students should be employed. This would improve communication and provide a cultural context for interaction.

i) Spanish Community (with the assistance of a cultural interpreter)

The Spanish speaking community in Hamilton is comprised of a diversity of people with differences in country of origin, religion, politics, race, class and culture. In addition, there are a variety of reasons for immigration to Canada including political unrest, civil war, persecution and economic hardship. Some members arrive in Hamilton as refugee claimants others are sponsored by government or relatives. In reference to the immediate needs of newly arrived immigrants or refugees, the discussion group listed orientation, housing, employment, access to information and English language classes as priorities. Parti ular emphasis was placed on the need for initial orientation services.

Orientation, according to the focus group, should include basic information about the city; information on local public transportation; direction to available services; assistance with employment; connection with local ethnic community organizations and E.S.L. classes. The group agreed that orientation services or programs should be delivered by community members. A participant further articulates:

> "Most immigrants, particularly women, need to know where to shop, where banks are, which stores or outlets give the best prices, budget information like how to exist on a limited income and orientation in areas such as legal information, transportation, and women's issues."

Locating affordable housing is a concern to newly arrived Spanish speaking people. The first step in securing affordable housing usually involves submitting an application to the housing authorities. Housing forms, especially for subsidized housing, can be long and complicated and without someone to assist this can be a difficult and frustrating process. Language differences and "the way in which information is processed" create additional problems.

Members of the Spanish speaking population who choose to immigrate to Hamilton make decisions based on information from government agencies received abroad. Once in Canada, they realize there is a difference between what they were told and the reality they now face. As one community member indicates:

> "...there is no clear explanation of your immigrant status or what the status means....what are the limits, what services are available to you or what are your responsibilities..."

Members of the community find inequities exist for Spanish speaking people. Some feel as though "all rules don't apply to everyone equally", particularly in reference to employment.

> "Agencies are misleading people; they tell people that they are not qualified to receive benefits or service but then say they may get what they need from another agency."

Another individual from the Spanish speaking community went to seek assistance from welfare. They needed help temporarily, for only one month. They were told they would be deported if they could not support themselves.

In the area of employment, importance is placed on "Canadian experience" as a qualifier for ability, skill or knowledge. In other cases, the validity of educational degrees obtained outside of Canada is questioned. One participant suggested there should be a mechanism in place to give real insight to professional requirements.

> "..the nursing society says with a degree you can nurse here, but the reality is different"

The special needs of immigrant women were identified as an important area requiring specific attention and programs to assist with settlement and integration. Immigration, changes in financial status, separation from support networks, etc. dramatically alters family structures for newly arrived immigrants. Also affected is the role of women. The group expressed a need for increased information and education about the rights of women in Canada.

> "women's role...she suffers the most, she is left with most of the responsibility of the day to day functions of the household; therefore more effort and programs and attention is necessary to assist her."

> "the husband in the relationship is often demanding and very unbalanced...for example with the baby bonus the husband may insist that he control all the money and not allow the wife to keep the baby bonus"

> "some women do not see the need to learn English because they are at home and their husbands are working...but their children attend school and they need to communicate with teachers, etc....they need to be able to function ...."

It is difficult for newly arrived immigrants to access general information or information specific to the needs of immigrants and refugees. Some of the problem can be attributed to language differences - most

information is only available in English. The insensitivity of providers also creates barriers. Assistance from immigration agencies is limited and they do not supply information about local ethnic community groups. A few community members describe their experiences:

> "I didn't know anything when I came....I spent three years in isolation"

> "When I went to apply to McMaster University I was told I would have to get extra grade 13 credits in order to study literature. The credits they told me to take did not relate in any way to the field I wanted to enter. Later, after I had taken the courses I was told to I found out that this was not even necessary..."

Community members from the Spanish speaking community have experienced other problems in communication. In addition to requiring information in different languages, cross-cultural training should be available to help improve the sensitivities of workers.

> "...I experienced feelings of isolation because I was not able to communicate ...I didn't know the language - this leads to depression"

> "some workers show no patience for people, for example there is no tolerance for an accent even if you have the rudiments of English"

One person tells of an experience with a service man:

> "I had an experience with the gas man...once he heard my accent he said, 'Sorry I don't speak your language, do you speak English?' I was speaking English to him all the time."

When it comes to education, some parents in the Spanish speaking community may feel the teacher knows best or they are not comfortable to approach the school so they have little or no contact with the school. Consequently, the school may interpret this as a lack of concern and think that the parents do not care.

Discrimination and insensitivity are other factors or issues affecting the adjustment of newly arrived members of the Spanish speaking community. In addition to discriminatory behaviour, people must cope with the stress of financial hardships, unemployment, separation from family and language differences. Some thoughts are shared:

> "...I remember feeling sad, not feeling wanted .... experiencing rejection. You feel unwanted. I felt like others think of you as robbers or thieves...often this makes me cry... I was not comfortable. I had to build new networks and make other systems of support"

> "there are feelings of loneliness and depression .... terrible feelings of inadequacy. Always feeling that nothing is right - not your hair, not your accent - not even your clothes. Sometimes you feel stupid, clumsy because you are unsure of everything and think you stick out. You feel helpless. Whatever you were doing in your own country is natural to you and for you, but in another place you're not sure of how people will take it; whether or not they will understand or make you feel different."

A community member describes an incident of discrimination:

"I feel as though I am being treated like an animal. That no one wants me because I am not white. For example, when I was going into an apartment building there was a man standing in the inside lobby. When I approached the door to enter the apartment building he shut the door in my face."

The group affirmed that a centre for Spanish speaking people like the Spanish Speaking Association would help newly arrived immigrants to adapt to life in Canada and could also respond to the needs of longer term immigrants. Employing Spanish speaking people in mainstream agencies such as employment, immigration and welfare could improve access to generic services and programs. The need for policy statements about improving sensitivities and cross-cultural training was emphasized.

j) Refugees

The 1951 U.N. Convention on the Protection of Refugees defines a refugee as a person who has a well founded fear of persecution because of their race, religion, nationality, social group membership or political opinions. Those facing persecution for reasons other than those listed are not legally considered refugees. In Closing The Doors (1989), David Matas states:

"A person who is shot in his village because of his political opinion is considered a refugee according to the way the UN definition is applied. But a person who happens to live in a village which is bombed from the air is not considered a refugee because he is a victim of generalized violence rather than individualized persecution."

People who claim refugee status at the Canadian border must undergo a two-stage determination process. This new process was implemented in 1989 with the intention of not duplicating the 60,000 person backlog created by the previous system. However, statistics suggest that the new determination system is equally unmanageable. Between 1988 and 1990, 58,000 people filed claims and only 34% or 20,000 had been resolved by the end of 1990.

Still there is confusion about who are refugee claimants. Refugee claimants arrive at borders but they do not have any status in Canada until the determination process is completed. Many confuse refugee claimants with government-sponsored and privately-sponsored refugees who are people selected by Canadian immigration officials in overseas refugee camps on the basis of their ability to adapt to "Canadian" life.

The major difference between these two groups of refugees is that:

1) government- and privately-sponsored refugees are given landed immigrant status by the Canadian government before they arrive in Canada. There is assistance and programs for this group of refugees to help with settlement and adaptation.

2) refugee claimants are not eligible for many social programs and services including health care, language training, and resettlement and integration programs. In addition, refugee claimants cannot work until after the initial hearing which may take 10 months or longer; then a temporary work permit is granted. Eligible work areas are extremely limited. In fact refugees awaiting landed immigrant status are given a 900 --- --- social insurance number; 900 represents your status and it does not change until you are "landed".

7.0 ANALYSIS OF EXISTING SYSTEM

This section of the report attempts to fulfil the following project objectives:

- to identify service providers' (both ethno-specific and mainstream) perceived needs of new and established immigrants and gaps in social services through surveys and small group discussions. Initiatives currently underway, or planned, to better serve immigrants should also be documented.

- do an inventory of settlement and integration services currently available in Hamilton-Wentworth for new and established immigrants including who is providing what services, what referral mechanisms are in place and suggestions for improvement.

The purpose of this chapter is to provide an overview of the existing system of settlement and integration services in the community. Three working definitions have been established in this study to analyze agencies responding to the settlement and integration needs of immigrants in Hamilton. They are:

1. Mainstream organizations with generic service delivery that may not offer programs or services specific to immigrant populations but do not, as a statement of policy, deny service to immigrants. Examples may be local hospitals, government agencies, etc. that provide human services to the "broader" community.

2. Mainstream organizations that offer programs or services specific to immigrant populations in addition to generic services, or improvise service delivery by adjusting generic services to benefit immigrants. Bridging initiatives may be one example.

3. Ethno-specific organizations providing programs or services specifically for culturally and racially diverse communities and immigrant populations. These organizations largely consist of immigrants serving immigrants and may or may not be formally recognized as an agency. Some ethnic organizations are unable to deliver services because of financial difficulties.

Other factors influencing the delivery of or inclusion of settlement and integration services are:

- whether the agency, as a function of providing human services for <u>all</u> people in the community, addresses short term (settlement) or long term (integration) needs;

- whether immigration status is one of the defining criteria in accessing services;

- whether the mandate or policies of the agency specifically addresses adaption needs of immigrants in Hamilton.

This section of the report comprises the results of two main activities. These activities included service provider focus groups and service provider surveys.

7.1 Service Providers' Perceived Needs of Immigrants

Two focus groups were held for service providers. An overview of what was discussed is presented below and detailed notes from the flip charts are included in Appendix F.

A variety of issues were discussed but one major recurring theme was the need for the consolidation of settlement services (i.e., basic necessities) into one centre with some satellite offices throughout community. It is vitally important to have welcoming, orientation and information immediately available to newcomers in a variety of languages. At this centre, there should be paid cultural interpreters and people from diverse immigrant communities should be paid to provide settlement services. Leadership from culturally and racially diverse communities is critical for the effective functioning of such a centre. There was a general sense that Hamilton does not currently have identifiable settlement/adjustment workers.

Other major issues which were raised during these discussion groups are noted below:

- Need for cross-cultural training/education for service providers since service providers and Boards of Directors need to improve cultural understanding (e.g., schools should play a role in providing cross-cultural training for newly arrived immigrant children and health service providers should be better informed about issues surrounding children's arrival to Canada which influence their physical and mental well-being). These service providers believe that cross-cultural education should be provided through their own system.

- Need to address specific issues of mental health as they affect the immigrant population. Immigrants experience a great deal of stress when trying to learn a new language, settle into a foreign country, and deal with the effects that war/trauma/torture have had on them. To date, no provisions are available within the mental health treatment system locally.

- Need to "work with what we have" since there are few dollars available to do cross-cultural training, etc. within mainstream agencies. This refers to focusing on those factors with which service providers have some control, supporting the activities of community groups from diverse racial and cultural backgrounds, and liaise and cooperate with agencies who share similar goals. This could result in more self help within diverse communities and less bureaucratic red tape. Unfortunately, "working with what we have" will still leave some people under-served and frustrated, while some service providers will continue to discriminate against certain people because of lack of understanding.

- Need to ask clients about their perceptions and expectations of agencies rather than having others make decisions for them regarding needed services.

In the mailout surveys, service providers were asked "what do you think are the most important immediate needs of newly arrived immigrants?". The following list presents a verbatim account of the surveys. THESE ARE NOT PRESENTED IN ANY ORDER OF PRIORITY.

a) English as a Second Language
   - E.S.L. classes/E.S.L. tutoring (one-to-one)
   - Child care
   - language accessibility

- language - for total health translation ie. food

b) Education
- Canadian lifeskills/living skills training
- having professional staff educated and sensitive to their unique need (culturally aware of needs)
- education for children
- community needs to be more sensitized to the uniqueness (cultural) of immigrant group

c) Employment
- employment
- counselling - employment
- skills training/workplace

d) Health
- health care; introduction to services, Drop-in Centre
- housing; physical health need
- food - many coming from refugee camps have been malnourished for months (or years)

e) Advocacy and Integration
- orientation to community services
- a support system that can be counted on - to advocate with landlords and school system
- sense of belonging to a social group- encouragement and opportunity to better themselves
- social support/lack of discrimination - for mental health

f) Assistance with Information
- translation services
- information concerning the process for immigration
- help to fill out application forms - Health Card, S.I.N., Family Allowances

g) Settlement
- shelter/housing
- food

In the same mailout survey, service providers were also asked "Do you feel there are gaps between the service provided and the needs of immigrants?". Once again, the following list provides a verbatim record of the 26 respondents' answers combined.

a) Language differences
- Yes - language and lack of cultural sensitivity create barriers; there is a need for language and cultural interpreters
- Not enough staff to adequately deal with various language groups
- lack of linguistic capacity
- immigrants do not see the need to learn the language feel they can get along with interpretation
- health services are rarely in the language of the newcomer. There is no budget in agencies for cultural interpreter needs. Some health care access is prohibitively expensive - dental costs for adults.
- Language training and appropriate employment impacts on health of newcomers (as determinants of health).
- a lot of services are not accessible due to language barriers
- need for cultural interpreters

b) Racial/Cultural Sensitivity
- lack of understanding of unique values and culture; especially with respect to how these factors impact on family life and child rearing

c) Organization of Services
- service not co-ordinated or easily accessible
- service providers are not familiar with other services in community
- lack of information about services available
- the need for service is often based on numbers; the largest immigrant community may have the counsellor speaking their language in few different organizations/agencies, while the community small in numbers, but very much in need, won't have the same privilege (e.g., Somali, Laotians, Iraqis)
- lack of job-oriented programs, re-training for immigrants who obtained their education in their homeland.
- service provides jobs availability for the new arrivals
- not enough finance to have more staff, to meet the needs

d) Awareness
- sometimes the new immigrants don't receive the services needed because they don't know how to voice their needs
- had misconceptions on how quickly a person could be independent

7.2 Inventory of Services to Meet Settlement and Integration Needs

Immediate settlement needs are met through a variety of organizations with either paid staff or volunteers. It must be noted, though, that not all immigrants' needs are met through the current service structure. A mail-out survey was used to discern which organizations were providing settlement and integration services. Unfortunately, 58% of the organizations from the respondent list did not complete a survey. For example, it is clear that Immigrant Services of Hamilton-Wentworth provides a variety of settlement services yet they did not respond to the survey.

Many ethno-specific community organizations in Hamilton provide settlement and integration services to both newly arrived immigrants as well as longer term immigrants. However, service is usually delivered by volunteers and the organizations are not formally recognized as service providing agencies. Those ethno-specific organizations are as follows:

The Spanish Speaking Association
The Somali Community in Hamilton
The Iranian Association
The Portuguese Information Centre
The Ghanaian Association
Immigrant Settlement Services of Hamilton-Wentworth
The Lao Association
The Cambodian Association
The Chinese Association

To be included are communities not officially organized who provide assistance to members of their community, such as:

the Ethiopian community
the Indo-Asian community
the Vietnamese community

Highlights of the survey results are presented here. Following these highlights are the details from each organization's survey.

a) The majority of mainstream agencies responding do not provide settlement and integration services to immigrants or they offer limited programs to a specific segment of an immigrant community such as Bridging Initiatives.

b) Mainstream agencies in general do not have policies to address inclusion of immigrant populations.

c) Mainstream agencies are not adequately equipped to respond to cultural, racial or lingual diversity.

d) Ethno-specific organizations provide services to immigrant communities, primarily by a volunteer system.

e) Ethno-specific organizations lack adequate funding to expand or improve service delivery.

Given the list of identified needs in section 5.0, it is useful to reflect on which agencies and associations seem to be providing services to meet those needs. The service provider survey provides useful data here. Service providers were asked "Does your agency offer settlement services for immigrants?". The following list presents each agency's responses.

Y.W.C.A.
- sponsored one female refugee and 2 children

Housing Help Centre
- provide housing options for low-income/special needs clients who are homeless

Community Information Services
- information and referral

Regional Social Services Department
- financial assistance through general welfare programs to purchase food, shelter etc.

Citizen Action Group, Hamilton Help Centre
- employment counselling for anyone interested in seeking work

Second Stage Housing - Emergency Shelter Foundation
- Interim housing, support services for victims of spousal abuse

North Hamilton Community Health Centre
- assistance in obtaining shelter, furniture, clothing
- occasionally emergency money given for food and last months rent
- contact/connection with "host families" if required
- referrals to appropriate community agencies
- liaison with OHIP, social assistance agencies, immigration lawyers
- oral and written translation - Spanish/English

Wentworth Baptist Church
- provide atmosphere where they feel culturally at home and in their language
- have Spanish services
- Philippino church
- help obtain suitable housing, jobs, immigration services such as interpretation at doctors offices etc.

VON Home Sharing Program
- screening and matching service for Hamilton-Wentworth residents 18 years and older who are interested in shared accommodation.
- client population includes visible minorities, newcomers and immigrants to Hamilton, individuals experiencing family violence, residents of Second Level Lodging homes seeking more independent living, adult disabled, one parent families, healthy seniors, and frail elderly awaiting institutional placement both from hospital and from home.

Ontario Welcome House
- yes, information and referral, supportive counselling, mediation with government and community agencies, in-house interpreting, translation of official documents related to job/education, access to government and community services eg. form filling.

Hamilton and District Multicultural Council
- orientation
- translation and evaluation of documents
- housing
- health
- education
- citizenship
- legal aid
- income tax
- referral/government agencies and other services, ie. shelter and family services
- advocacy

Regional Public Health Department
- not immediate services

Portuguese Information Centre
- assists newcomers in getting S.I.N., health card, family allowance; also introduce them to the Portuguese and Canadian community

Wesley Urban Ministries (W.U.M.)
- yes,

1) Spanish Speaking Community:
    - Interpretation
    - Information re: social, health, legal, educational, employment services

- Referrals to other agencies i.e., for food assistance, furniture, clothing: Immigration; Legal Aid; assistance with subsidized housing; referrals to women shelters in the case of domestic violence

2) Portuguese Community:
   - all above plus assistance with workers' compensation escorting to appointments, i.e., hospital, doctor.

3) W.U.M. assisted in establishing Polish Immigrant Services for Hamilton area,

4) W.U.M. provides facility for Hamilton Somali community and assisted them with establishing self-supported group.

In this mailout survey, service providers were also asked "After immediate needs have been met does your agency provide other (integration) services for immigrants?". Responses to this question are listed below.

Y.W.C.A.
- 12 months of financial and moral support

Housing Help Centre
- referred to other agencies

Community Information Services
- referral to advocacy, self-help, special interest groups as necessary/appropriate

Regional Social Services Department
- referral to community services on case by case basis

Canadian Immigration
- post arrival immigration counselling and applications

McQuesten Legal Services
- only after a problem arises

Catholic Family Services
- family, individual, marital counselling, credit counselling

Hamilton-Wentworth Housing Authority
- subsidized housing

Catholic Children's Aid Society
- works with the Portuguese Information Centre operating a "Bridge Grant" programme to help families understand Canadian parenting expectations and help the society to understand Portuguese and culture

North Hamilton Community Help Centre
- ongoing translation
- accessing legal system
- liaison with educational system - adults and children
- assistance in completion of paperwork/forms
- teaching in various aspects of activities required for daily living ie. accessing banking system

- transportation services if required - by volunteers to immigration hearings
- escort to doctors appointments and for medical tests

Wentworth Baptist Church
- they have the loving support of Church members
- have opportunity to belong to group of people that are law abiding and promote good morals
- as ethnic church we bind them strongly together and they experience the support of each other

VON Home Sharing Program
- provides opportunities for immigrants to live in Canadian homes and become familiar with Canadian customs and culture. Home Sharing facilitates immigrant integration into Canadian culture.

Ontario Welcome House
- yes, for instance U.I.C. application referrals for training.

Regional Public Health Department
- inspection
- dental care for school aged children
- nursing to all ages in homes and specific clinics
- one health promotion PHN (public health nurse)
- adult English as a Second Language classes part-time
- one PHN, 1/2 day/week in a community/neighbourhood
- nutrition provides presentations and support safari tours to students in E.S.L. classes upon request (in addition have worked with Vietnamese and Polish community)

Portuguese Information Centre
- School Liaison
- Orientation Program
- Family Support Initiatives
- Information/Referral
- E.S.L.

Wesley Urban Ministries
- yes, citizen classes in Portuguese
- Portuguese, Italian, Spanish seniors: Mutual ethnic Seniors Club, W.U.M. assisted the seniors to establish the Club and led club to independence. Staff acts as the resource people to the Seniors' Club. Activities of the Mutual Ethnic Seniors' Club: fitness program for ladies, woodworking for men, cooking, sewing, social activities (every day), special events; workshops, movies, trips, visiting other centres, etc. Public Health Nurse available half day a week to provide medical assistance, as well as to organize workshops on health care issues.

In the mailout survey, service providers were also asked in what languages they provide services. Answers to this question are listed below.

Community Information Services
- liaison with Hamilton Multicultural Centre and some staff can communicate in Italian and French, but services are not promoted in multi-lingual way.

Catholic Children's Aid Society
- Portuguese

Wentworth County Board of Education
- interpreters for Polish, Punjabi, Croatian, Vietnamese, Serbian, Chinese

Regional Public Health Department
- have a list of nurses and other DPHS employees who could be available for translation

Portuguese Information Centre
- Portuguese and English

Wesley Urban Ministries
- Portuguese, Italian, Spanish, Polish. The independent Somali Community provides services in their own language.

Service providers were also asked "Who has access to these services or programs?" in the mailout survey. Their answers follow here:

Regional Public Health Department
- Everyone who requests it or is identified in need
- availability of services is not actively promoted in the community

The Wentworth County Board of Education
- open to students

Adult Basic Education Association
- adults over 16 years

Interim Housing
- any woman and her children emotionally, mentally, sexually or physically assaulted by an abusive partner

McQuesten Legal Services
- Financial eligibility required - clinic services the poor

Housing Help Centre
- focus is low income and special needs clients who are homeless or in danger of homelessness

Hamilton-Wentworth Housing Authority
- anyone over 16 years/permanent legal status or refugee

Catholic Children's Aid Society
- Portuguese families and young

Portuguese Information Centre
- open to everyone but mostly our clients and to the new Portuguese community

The mailout survey asked respondents if there were official criteria (e.g., immigration status, education level, income) for their services. The following list highlights their responses.

McQuesten Legal Services
- income criteria

Regional Social Services Department
- official criteria is contained in the General Welfare Assistance and Regulations

Canada Immigration
- In some cases ie. sponsorship, an assessment against income is made.

Hamilton-Wentworth Housing Authority
- income is part of the assessment

Citizen Action Group
- must be legally entitled to work in Canada

Wentworth County Board of Education
- all landed immigrants residing in catchment are eligible

Regional Public Health Department
- dental services are limited to children in need in any school system

Portuguese Information Centre
- landed immigrants and refugees, low income, English speaking

The mailout survey also asked "Does your agency have a policy to address the settlement and integration needs of diverse immigrant communities? Please explain." The answers to this question are highlighted here.

Y.W.C.A.
- has a special arrangement with the federal government to sponsor women who do not necessarily fit the accepted criteria for immigrant/refugee status.

Community Information Service
- not specific, high interest on our Board to exploring ways to serve these communities

Housing Help Centre
- provide services to anyone that walk in the door - new Canadians usually receive more time and attention

Canada Immigration
- yes part of overall CEIC Immigrant Adaptation Plan

Wentworth Baptist Church
- interaction with the different nationalities and have shared services of them all together that are in English - Hispanics appointed to sit on different committees of departments of the church - children and young people invited to activities for their age group.

North Hamilton Community Centre
- for Spanish speaking people

Regional Public Health Department
- no specific policy
  Philosophy/Mission statements of Nursing Division Dept. of Public Health Services include equity in all health service delivery, overriding principle Mandating Core programs is Equal access (language not specifically mentioned as a barrier).

Operational Plan for E.S.L. nurse highlights meeting multicultural needs and sensitizing the Dept. of Public Health

Portuguese Information Centre
- No

Wesley Urban Ministries
- no policy yet

In the mailout survey, service providers were also asked "How would you change services or the delivery of services in order to best respond to the needs of immigrant communities in Hamilton?". The following list provides a record of their responses.

Canada Immigration
- give control to small ethnic and cultural groups who should be aware of day to day needs of their participants

Community Information Service
- Cultural Interpreters - ensure newcomers can access the network of services

Catholic Family Services
- improve language capability and cultural sensitivity (education, representation on board)

Regional Social Services Department
- Recruit (competent) staff from various groups who can assist in providing the service. Provide written information in various languages describing the program. Community services should also reflect immigrant communities

Canadian Red Cross Society
- a "pool" of multi-language interpreters should be formed so that agencies could "borrow" from this pool.

Hamilton-Wentworth Housing Authority
- would give a comprehensive information session on what can be expected of each agency

North Hamilton Community Centre
- policy in all government sectors to hire people who speak a second language
- decentralize the services provided to improve access and availability to those who require the services
- increase support for relevant programs ie. cultural interpretation program
- education/information to service providers to increase cultural sensitivity

Catholic Children's Aid Society
- Yes, but within the limits of our child welfare mandate, resources

Wentworth Baptist Church
- need programs to help immigrants to keep the work ethic, after being on welfare for years (months) it is hard to work for minimum wage

Citizen Action Group/Hamilton Help Centre
- access to cultural interpreters
- more information on what various agencies/organizations do - what services are provided and appropriate referrals

The Wentworth County Board of Education
- allow immigrants to obtain services in their immediate neighbourhood

Adult Basic Education Association
- advocate for more and better E.S.L. classes one to one for immigrants

Second Stage Housing
- educate re: awareness of needs of immigrant women and families of diverse cultural background
- staffing - employ more staff from diverse cultural background

Regional Public Health Department
- collaboration with other service providers is necessary (to avoid duplication of services to ensure that those who are most qualified to do so are providing the services needed Education/Adult education (language training specifically), Settlement service agency, Employment and Immigration agency, Social Service agencies
- A welcoming agency might be a good resource where all service could have knowledgeable representatives if language issues are addressed.

Portuguese Information Centre
- E.S.L. classes in the workplace
- Education/training programs be compulsory for the Welfare, Unemployed, Compensation people
- public services should have more employers who speak different languages

Wesley Urban Ministries
- 1) have a strong, well co-ordinated agency/body to represent needs of all culturally-diverse communities (Multicultural Council/Advisory Committee?) The culturally diverse groups in Hamilton area are not strong enough in the community. Empowering them should be the priority.
- 2) Accessibility of services is another priority. It is impossible to hire service providers who speak all the languages required, but having Cultural Interpreters Service (paid, culturally sensitive interpreters), would solve this problem

Conclusions

Settlement and integration services should involve a combination of organizations, agencies and community groups to provide culturally sensitive, lingually appropriate programs specific to the cultural or racial, religious or language needs in immigrant communities. Currently, settlement and integration service providers may be described as follows:

1) Mainstream agencies who provide "generic" services to all populations or agencies who provide specialized service(s) to a portion of the immigrant community.

2) Ethno-specific organizations who are recognized as formal providers.

3) Community organizations who are not recognized as agencies but provide services to their community members.

4) Church-based associations who respond to the needs of immigrant communities.

5) Efforts of individuals.

The community needs assessment demonstrates that considerable problems exist in accessing and utilizing these supports.

The responses from both community and service providers suggest that the way in which services are provided, government regulations, the lack of appropriate information about services and the lack of knowledge about the needs of immigrants are major parts of the problem. A more co-ordinated, integrated and responsive approach to service delivery and service delivery mechanisms is necessary.

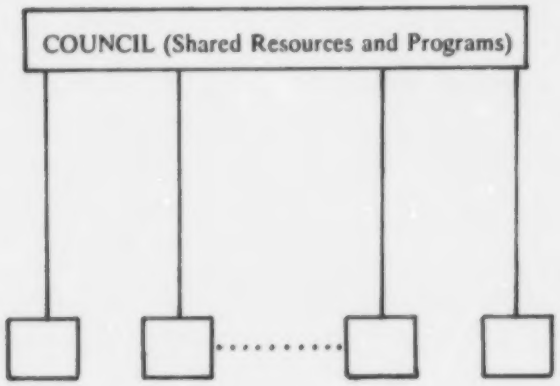
In responding to this problem there were two general responses. Mainstream service providers were more apt to favour a centralized reception facility which would provide orientation, information and referral services to immigrants. However, members from diverse immigrant communities (including ethno-specific service providers) articulated a clear preference for strengthening existing ethno-specific organizations and empowering them to continue providing needed services. This would include allocation of funds and resources to ethno-specific organizations. Furthermore, responses from participants from immigrant communities clearly stated that the leadership and ownership of programs or services should evolve from the communities which will utilize the services.

The way in which "communities" organize or function varies dependent upon culture, politics, religion, geography and social conditions. It is noteworthy that all participants agreed that the current approach is less than satisfactory and, consequently, major corrective action is required. It is also noteworthy that the role of mainstream agencies in providing basic services related to such needs as housing, employment and education were recognized although the ability of these services to provide culturally and linguistically appropriate response was identified as a serious problem.

8.0 MODELS OF SERVICE DELIVERY

Based on the input of the Advisory Committee, feedback from surveys, focus group discussions and personal interviews, four alternative models for service delivery were compiled. This chapter is intended to fulfil the last objective of the project outlined in section 1.0 which focuses on developing a model(s) of settlement and integration services. The key message requiring reiteration here is that the diversity of people in Hamilton and the diversity of people arriving and requiring services, a diversity of needs exist, flexibility in service planning and delivery is a necessity.

8.1 Council Model



Individual ethno-specific organizations and programs

Within this model, each ethno-specific community organization or agency would be funded to provide settlement and integration services to their communities. The selection of funded groups would be based on the agencies ability to respond to needs within their own communities. The assessment of needs would be based on articulation of needs and criteria by community members with an understanding of funding criteria. The Council would undertake their own evaluation.

Each organization would provide settlement and integration services and would have to meet the funder's organizational expectations.

Each funded organization should have (individually):

1) Board of Directors
2) Constitution
3) By-laws
4) Policies re-training and evaluation
5) Identified base of community people in need - service delivery program

Representatives from each organization would form a collective leadership Council which would be responsible for developing and implementing joint programs and initiatives which would be resourced through pooling the financial and human resources of the participating organizations.

One of the primary advantages of this model relates to its community-driven nature. The provision of funding, directly to the ethno-specific organizations, would ensure that the relevant services are delivered in a culturally-sensitive manner by providing the individual communities with direct control over service delivery. On the basis of these considerations, this was the preferred model of the Advisory Committee.

The disadvantages of this model are primarily logistical in nature. Given the need to fund a large number of individual groups/organizations, a substantial increase in funding may required to support this model. Depending upon the type of priorities utilized to make these funding decisions, the number of groups requiring funding could range from five to forty. The independent nature of these groups could also result in the need for administrative and "overhead" funding in each group. This could decrease the proportion of funding available for direct service functions while potentially resulting in considerable administrative duplication. In addition, funding criteria is based on the assumption that community groups "fit" bureaucratic definitions of organization and in many cases, community groups organize or provide services in a "non-bureaucratic" fashion and therefore not recognized.

7.2 Independent Agency Model

This model envisions a single centre to house settlement and integration services to diverse immigrant communities. The would serve as a "one-stop" access point for services needed and defined by immigrants.

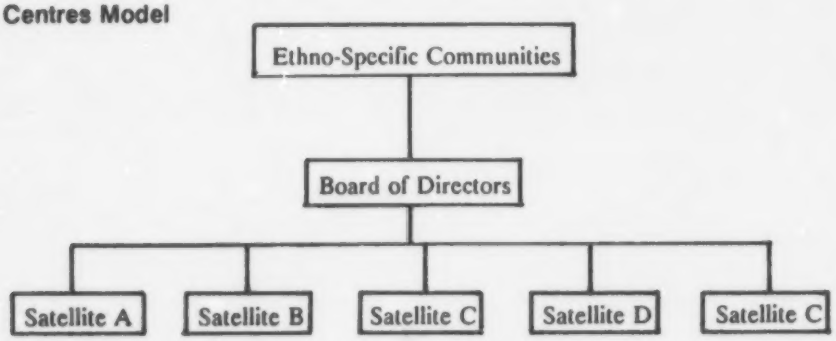
Some of the key programs to be provided at a "one-stop" access centre would be orientation, cultural interpretation, and document translation. In addition to basic settlement services (as stated previously), the centre would provide assistance with shelter, employment applications, immigration processes and education.

Space would be available for the provision of a variety of services by mainstream agencies or ethno-specific organizations on an "as required" basis. Referrals would also be made to a variety of external programs such as, legal services, income assistance, immigration matters, education, social injustice, health issues (including mental health), budget counselling, and community contacts.

The centre would operate as an independent self governing agency. The primary advantage of this model is "one stop access" to a variety of relevant services in one centralized facility. Relative to The Council Model, this alternative also provides the advantages of a single administrative and over-head structure, thus eliminating the need to fund multiple structures.

It is noteworthy that the development of a single administrative structure also has the disadvantage of reducing the extent of community involvement in the governance of the services. By funding a central structure rather than individual ethno-specific organizations, the degree of control and ownership exercised by communities on service delivery is lessened. Given a traditional Board of Directors structure for an organization such as this and given the changing nature of immigrant communities, it is relatively simple for the Board of Directors to remain representative of "older" immigrant groups and become "out of touch" with the needs of newer groups of immigrants.

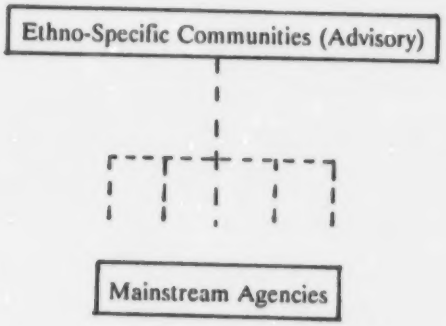
7.3 Satellite Centres Model



This model is very similar to the Independent Agency Model with the addition of a number of "satellite" locations to ease accessibility. Satellite offices could be located throughout Hamilton with immigrant groups and provide specialized services. This model could also be viewed as a "future" version of the independent agency approach, that is satellite offices could be developed over time as funding became available.

This model has many of the same advantages and disadvantages of the independent agency model, although increased consumer involvement and sensitivity could be realized through extensive use of advisory committees in the satellite locations. This model affords greater geographical accessibility. Finally, the model provides an opportunity for recognition of services delivered by non-formalized, immigrant community groups.

7.4 Enhanced Mainstream Agencies



Unlike the previous three models, this approach would not involve the establishment of a specialized organization. Settlement and integration services would be located in one or more mainstream agencies. In this way, settlement and integration services would become one of a number of programs which a specific mainstream agency offered to the public.

This approach could contain some cost advantages through eliminating the need to fund a separate administrative and overhead structure for housing the service. The extent of cost-savings would depend upon the amount of additional funding that would be required by the host agency to increase its own administrative or overhead capacity.

The primary disadvantage of this model relates to the loss of consumer-involvement in governance and service delivery. As one program within a portfolio of agency programs, the settlement and integration service

would report through an administrative structure to a Board of Directors which would be representative of the mainstream community, rather than the ethno-specific groups which are served by the programs.

7.5 Conclusions

Each of the models provide specific advantages and disadvantages related to consumer-control, accessibility and cost. The choice of an appropriate model is largely dependent upon the relative importance attached to these issues in addition to funding criteria.

The results of the consultative process strongly reinforced the importance of community involvement and ownership as the primary criterion. On this basis, the Council Model would be preferred and was, in fact, the preferred model of diverse immigrant communities and the SPRC Advisory Committee. The Enhanced Mainstream model was the least preferred.

At the same time, however, it was recognized that the development of this model would be limited by cost and funding factors. Although preferred from a service perspective, it is unlikely that such a model could be implemented because of the substantial increase in funding that would be required to adequately fund all of the potential ethno-cultural communities.

Based upon these considerations, it is recommended that the Independent Agency Model be adopted for immediate implementation in Hamilton-Wentworth. It is recognized that this recommendation highlights a trade-off between issues of cost and community-control. It is noteworthy, however, that consumer involvement could be enhanced within this model through an appropriate structure of governance. In addition some elements from the Satellite Model could be utilized to provide specific services to immigrant communities, with key decisions delegated to advisory committees which are representative of the communities. It is possible, therefore, that the recommended model could evolve into a decentralized model for specific cultural or linguistic communities through the development of satellite programs.

Thus, the following points highlight areas of agreement in the data collected from people from diverse racial and cultural immigrant communities that directly relate to the development of the Independent Agency Model. The Advisory Committee added details to clarify these items.

a) Structure and Membership
- a volunteer Board of Directors should be composed of approximately 20 members
- Board members will be representative of newly arrived immigrants, longer term immigrants, refugees with specific representation from the visible minority population. Each year Board composition will be formally reviewed to ensure equitable representation.
- each Board member will have a group of advisors from his/her community that will continually assess community developments and provide input on settlement and integration services
- the Board will organize open forums/general assemblies annually and community consultations as necessary to deal with settlement and integration issues
- committees will be developed to oversee services and programs
- the range of Board members skills include, but are not limited to: fundraising; accounting and financial management; knowledge of race relations; knowledge of immigrant communities; knowledge of government programs related to settlement services; knowledge of the social service system; etc.

b) Mandate and Philosophy
- the Board will oversee the planning and ongoing evaluation of all settlement and integration services provided
- the Board will be governed by a philosophy of community ownership and control of all services. Thus, diverse racial and cultural immigrant communities will be active participants in all aspects of service planning - not solely "passive recipients".

c) Key Principles and Implications for Committee Structure
- staff from mainstream agencies who have had cultural sensitivity training and can provide a "needed" service, will be asked to work out of this new agency
- special consideration should be given to women and seniors of diverse racial and cultural immigrant communities regarding services planning
- anti-racism training should be required of all staff and volunteers
- services should contain an advocacy component
- outreach work is important for staff and volunteers to do
- physical space for immigrant communities to meet - especially those lacking resources

d) Possible Services and Programs
- individual settlement counselling (e.g., shelter, food, clothing, immigration matters, income assistance, employment assistance, health issues, adapting to Canadian climate, etc.)
- group orientation programs
- E.S.L. classes
- race relations program
- cultural interpreters service
- etc.

e) Linked to the Community (as noted in "structure")
- Board members will include representation from recently arrived, immigrant groups or communities, with specific attention to visible minority representation
- ongoing dialogue with diverse immigrant communities should happen regularly and services should be modified based on this community input
- space for diverse immigrant communities to utilize in providing voluntary assistance to community members

f) Flexibility of Programming and Ongoing Evaluation
- continuous monitoring of immigration statistics and needs so the agency can meet emerging needs and terminate old programs

- research to identify gaps (e.g., key needs of refugees claimants are critical)
- users of these services should be the evaluators of these services

g) Training Required for all Staff and Volunteers of the Independent Agency Model
- cross-cultural sensitivity training
- anti-racism education
- all training should be seen as ongoing at this new agency given the changing nature of the community

h) Fundraising and Financial Viability
- need to identify different sources of funding in addition to government funding. A diverse funding base will be a necessity for this model. Most of the services and programs will have specific funding sources depending on their criteria and mandate.

These items require greater elaboration and clarification, but that is beyond the scope of the current project. Further elaboration and clarification of all those components should occur as follow-up activity to this report.

9.0 RECOMMENDATIONS

Before proceeding with a presentation of specific recommendations, it is important to highlight a general principle to service delivery which was reinforced by many of the discussions which formed the basis of this study.

We need an approach to services which provides enough flexibility to "fit" programs to people, rather than people to programs. Given the pronounced diversity within multicultural communities, it is not possible to design generic "multicultural" programs. Even within specific immigrant groups, there is sufficient diversity to hamper the development of "carved in stone" programs for Somalis or Southeast Asians or any other cultural/racial group.

The ultimate solution to the problem of serving an increasingly diverse population lies in the development of equally diverse or flexible programs. In the final analysis, this requires an emphasis on individualized programming which accurately and sensitively assesses the needs of the individual and is able to mobilize the specific components of service to fit those needs. Such an approach is almost impossible within the rigid structures of programming which dominate current delivery systems. Many of the discussions highlighted the plight of individuals who were hampered in their attempts to further their settlement and adjustment process by inflexible program criteria.

It is also important to note that the dramatic diversity of immigrant populations preclude the use of a few representatives of a given community to ensure sensitivity. The ultimate solution to the problems of racism and cultural insensitivity in services will be found in attempts to develop an accessible and community-driven approach to delivery based on flexible, responsive programming.

The recommendations presented in this study are the result of the consultative process and are supported by the study participants. These recommendations are directed to the Independent Agency model of service delivery and require immediate implementation in the new model.

1. **THE SPRC SHOULD CONTINUE THE COMMUNITY PROCESS IT INITIATED THROUGH THE NEEDS ASSESSMENT, IN ORDER TO FURTHER DEVELOP AND CLARIFY THE INDEPENDENT AGENCY MODEL. THE NEEDS ASSESSMENT ADVISORY COMMITTEE SHOULD RE-ASSESS ITS MEMBERSHIP AND DEVELOP TERMS OF REFERENCE TO REFLECT THIS FOLLOW-UP ACTIVITY.**

Given the variety of settlement, integration and mainstream services which are relevant to the needs of immigrants, there is a critical need to provide these services in an accessible and culturally sensitive "one-stop access" centre. It is therefore recommended that:

2. **AN EFFECTIVE CENTRALIZED SERVICE ORGANIZATION BE DEVELOPED IN HAMILTON-WENTWORTH FOR THE DELIVERY OF SERVICES TO IMMIGRANTS.**

3. **THAT STAFF AND VOLUNTEERS IN THE NEW MODEL COME FROM DIVERSE RACIAL AND CULTURAL IMMIGRANT COMMUNITIES OF HAMILTON-WENTWORTH.**

9.1 Recommendations Which Focus on a Philosophy for Service Development and Delivery

Hamilton is noted as one of the major cities in Canada for receiving immigrants. Changing trends in immigration indicate that more people will enter Canada from parts of the world where the population is more representative of visible minorities. It is probable that, with the increases in the number of culturally/racially diverse immigrants, the incidence of cultural insensitivity and racism will increase. Therefore, the community supports the following:

4. **THAT CROSS-CULTURAL TRAINING AND ANTI-RACIST PROGRAMS BE DEVELOPED AND DELIVERED BY THOSE REPRESENTATIVE OF THE CULTURALLY/RACIALLY DIVERSE IMMIGRANT POPULATIONS.**

5. **THAT WORKERS EMPLOYED TO DELIVER SERVICES WITHIN THIS NEW MODEL BE REPRESENTATIVE OF THE COMMUNITIES THAT THEY SERVE.**

Immigrants and refugees from Somalia, Ethiopia, Central and South America, Southeast Asia and the Middle East constitute a high proportion of the newly arrived populations. Often the specific needs of newly arrived immigrants are not addressed. Therefore, the community supports the following:

6. **THAT THE NEW MODEL OF SERVICE DELIVERY SPECIFY PROCEDURES TO INCLUDE AND ADDRESS THE NEEDS OF NEWLY ARRIVED IMMIGRANTS IN THE BY-LAWS**

7. **THAT ADVISORY COMMITTEES INCLUDE REPRESENTATION FROM NEWLY ARRIVED GROUPS.**

9.2 Recommendations Which Focus on Services and Policies of the New Model

8. **THAT CROSS-CULTURAL TRAINING AND ANTI-RACIST EDUCATION BE INCORPORATED IN THE SERVICE POLICIES OF THE PROPOSED MODEL AND THAT THE TRAINING NEEDS BE DEFINED IN ACCORDANCE WITH THE COMMUNITIES TO BE SERVED.**

9. **THIS ORGANIZATION PROVIDE SPECIALIZED SETTLEMENT AND INTEGRATION SERVICES, CULTURAL INTERPRETERS AND OFFICE SPACE FOR THE PROVISION OF MAINSTREAM SERVICES AND VOLUNTARY ETHNO-SPECIFIC SERVICES ON AN "AS NEEDED" BASIS.**

10. **THAT A BOOKLET OF ORIENTATION TO THE CITY BE PRODUCED IN A VARIETY OF LANGUAGES. THIS SHOULD INCLUDE INFORMATION ON PUBLIC TRANSPORTATION, HEALTH CARE, HOUSING, EMPLOYMENT, E.S.L. CLASSES AND GENERAL ORIENTATION INFORMATION TO ASSIST WITH ADAPTATION. THE BOOKLET SHOULD BE WRITTEN IN A "WALK AROUND" FORM.**

Refugee claimants are not eligible for many social programs and services including health care, language training, and resettlement and integration programs. Although Hamilton is no longer designated as a centre for receiving refugees, there is a refugee population present in addition to those refugee claimants relocating from other areas. Data from study participants of diverse communities as well as service providers pointed to this major gap in services. Therefore, the community supports the following:

11. **THAT SETTLEMENT AND INTEGRATION SERVICES INCLUDE PROGRAMS AND SERVICES SPECIFIC TO THE NEEDS OF REFUGEES.**

12. **THAT EDUCATIONAL WORKSHOPS FOCUSING ON HUMAN RIGHTS ISSUES, ANTI-RACISM, SOCIAL INJUSTICE AND ADVOCATING FOR THE RIGHTS OF IMMIGRANTS, BE DEVELOPED THROUGH THE NEW MODEL TO SUPPORT THE EMPOWERMENT OF RACIALLY AND CULTURALLY DIVERSE IMMIGRANT COMMUNITIES.**

Cultural and language interpretation is usually provided by family members, volunteers from ethno-specific agencies or individual community members. Very few mainstream agencies provide cultural interpretation services nor do they pay cultural interpreters for services rendered. Therefore, the community supports the following:

13. **THAT A PAID CULTURAL INTERPRETERS SERVICE BE LOCATED IN OR WITHIN CLOSE PROXIMITY TO THE LOCATION(S) OF SETTLEMENT AND INTEGRATION SERVICES.**

14. **THAT A PROGRAM FOR CULTURAL INTERPRETERS BE DEVELOPED TO PROVIDE TRAINING IN AREAS SUCH AS: LEGAL PROCESSES, HEALTH SERVICES, INCOME PROGRAMS, IMMIGRATION PROCESSES, EMPLOYMENT, FAMILY COUNSELLING, FINANCIAL INVESTMENT COUNSELLING AND DOMESTIC VIOLENCE.**

15. **THAT THIS ORGANIZATION DEVELOP AND CO-ORDINATE PUBLIC EDUCATION AND ADVOCACY PROGRAMS TO ENSURE THAT THE NEEDS OF IMMIGRANTS ARE ADDRESSED IN ALL MATTERS OF PUBLIC POLICY.**

According to recent population statistics at least 50 language groups have been identified in Hamilton. However, language differences and the lack of language appropriate information (both written and verbal) continues as a major barrier which greatly affects access to education and training, workplace mobility and personal independence. Therefore, the community supports the following:

16. **THAT E.S.L. CLASSES BE PROVIDED THROUGH THE NEW MODEL WITH CAREFUL ATTENTION TO THE FOLLOWING KEY AREAS OF CONCERN:**

    A) **THAT E.S.L. PROGRAMS ASSESS MOTHER TONGUE LITERACY LEVELS IN ORDER TO DESIGN APPROPRIATE PROGRAMS.**

    B) **THAT SPECIALIZED E.S.L. PROGRAMS WHICH FOCUS ON ENGLISH IN THE WORKPLACE PROGRAMS AND ENGLISH FOR SPECIFIC JOB RELATED PURPOSES BE DEVELOPED (E.G., MEDICAL TERMINOLOGY, WELDING, ETC.).**

    C) **THAT E.S.L. CLASSES AND PROGRAMS BE AVAILABLE AT A VARIETY OF TIMES TO ENSURE ACCESSIBILITY.**

    D) **THAT E.S.L. CLASSES AND PROGRAMS BE DELIVERED BY DUAL LANGUAGE INSTRUCTORS, WHERE POSSIBLE, WHO ARE OF THE SAME LANGUAGE AND CULTURAL BACKGROUND.**

    E) **THAT INCREASED SUBSIDIZED CHILD CARE FACILITIES FOR E.S.L. STUDENTS RECEIVE PRIORITY.**

17. **THAT A SYSTEM/PROCEDURE FOR CONTINUOUSLY MONITORING WHO ARE NEWLY ARRIVED IMMIGRANTS IN HAMILTON-WENTWORTH BE DEVELOPED AS PART OF THIS NEW MODEL.**

18. **THAT AN EVALUATION MECHANISM BE DEVELOPED WHICH PERMITS THE SERVICES BEING OFFERED THROUGH THE MODEL TO CONTINUOUSLY BE MODIFIED IN ORDER TO BEST SERVE NEWLY ARRIVED PEOPLE FROM A VARIETY OF COUNTRIES.**

9.3 Recommendations Which Focus on Mainstream Agencies

With the influx of new immigrants many different language groups and races of people have become prevalent. A number of immigrant groups experience difficulty in accessing services and information due to language barriers. Information that is available only in English print inhibits access and adjustment. Staff who are insensitive to cultural and racial differences are not helpful. Therefore, the community supports the following:

19. **THAT EACH SOCIAL SERVICE AGENCY OR ORGANIZATION PROVIDING HUMAN SERVICES PRODUCE PRINTED INFORMATION IN A VARIETY OF LANGUAGES ABOUT THE SERVICES THEY OFFER. SPECIAL CONSIDERATION SHOULD BE MADE OF LITERACY LEVELS.**

20. **THAT MAINSTREAM SERVICE PROVIDERS PARTICIPATE IN CROSS-CULTURAL TRAINING AND ANTI-RACIST EDUCATION PROGRAMS THAT ARE ORGANIZED THROUGH THIS NEW MODEL.**

The vehicle of service delivery was judged to be of critical importance particularly with respect to the quality of service. This issue is important for newly arrived immigrants coming from nations which do not contain a similar system of formal government or voluntary sector services. Therefore the community supports the following:

21. **THAT MAINSTREAM AGENCIES PROVIDE INFORMATION AND SERVICE CLINICS ABOUT THEIR SERVICES AND PROGRAMS FOR IMMIGRANTS. THOSE CLINICS SHOULD INCLUDE INFORMATION FROM THE LEGAL, EDUCATIONAL, EMPLOYMENT, IMMIGRATION, HEALTH, FAMILY COUNSELLING, FINANCIAL INVESTMENT COUNSELLING AND WOMEN'S ISSUES SECTORS.**

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APPENDIX A

STATISTICS: PROFILE OF HAMILTON-WENTWORTH PEOPLE

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1991

LIDAF (01),M-3,V-001,P-0033
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

EUROPE

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
ENGLAND/ANGLETERRE	#	31	21	62	32	11	11	9	38	134	30	59	0	99	53	9
N. IRELAND/IRLANDE DU NORD	#	0	0	5	0	3	0	0	11	4	7	3	0	13	0	0
SCOTLAND/ECOSSE	#	4	0	4	4	4	1	0	9	12	2	20	0	13	1	1
WALES/GALLES	#	0	0	2	1	0	0	1	6	4	0	1	0	2	0	0
LESS. BRIT. ISLES	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUSTRIA/AUTRICHE	#	0	0	0	0	0	0	0	0	2	0	0	0	1	1	0
BELGIUM/BELGIQUE	#	0	0	2	0	0	0	0	1	1	0	0	0	1	0	0
LUXEMBOURG	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CZECHOSLOVAKIA/TCHECOSLOVAQUIE	#	1	0	2	0	0	0	0	0	29	3	30	0	22	0	0
DENMARK/DANEMARK	#	0	0	0	0	0	0	0	0	0	2	3	0	0	6	6
ESTONIA/ESTONIE	#	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0
LATVIA/LETTONIE	#	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
LITHUANIA/LITUANIE	#	0	0	0	0	0	0	0	0	3	0	1	0	0	0	0
FINLAND/FINLANDE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FRANCE	#	1	0	1	0	0	0	0	1	9	1	3	0	3	0	1
GERMANY W/ALLEMAGNE O.	#	3	1	7	2	0	0	1	14	17	13	41	0	15	8	3
GREECE/GRECE	#	0	0	0	0	0	0	0	1	8	1	2	0	10	4	0
HUNGARY/HONGRIE	#	0	0	1	1	2	1	0	10	35	1	3	0	20	1	0
IRISH REPUBLIC/IRLANDE REPD'	#	0	0	2	1	0	2	0	2	13	0	13	0	22	0	0
ITALY/ITALIE	#	2	0	1	1	0	1	3	0	18	0	0	0	2	3	0

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1991

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RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

EUROPE

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
MALTA/MALTE	#	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
NETHERLANDS THE /PAYS-BAS-LES	#	0	1	1	1	0	0	0	2	2	3	5	0	9	0	0
NORWAY/NORVEGE	#	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0
POLAND/POLOGNE	#	60	0	48	21	72	0	12	64	661	16	252	0	1129	3	1
PORTUGAL	#	5	0	14	103	0	1	0	0	179	21	85	24	114	3	0
SPAIN/ESPAGNE	#	2	0	1	0	0	0	0	0	0	0	3	0	0	0	0
SWEDEN/SUEDE	#	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0
SWITZERLAND/SUI SSE	#	0	0	1	0	0	0	0	1	2	0	3	0	1	0	0
USSR/URSS	#	5	0	2	5	1	0	4	0	51	0	8	0	40	0	0
YUGOSLAVIA/YOUG OSLAVIE	#	3	0	16	1	0	0	0	25	142	0	57	0	45	1	3
TURKEY/TURQUIE	#	0	0	0	1	0	0	0	0	4	1	6	0	6	5	0
ALBANIA/ALBANIE	#	0	0	0	0	0	2	0	0	0	0	3	0	5	0	0
BULGARIA/BULGAR IE	#	0	0	0	1	0	0	0	0	2	3	0	0	1	1	0
GIBRALTAR	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ICELAND/ISLANDE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIECHTENSTEIN	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MONACO	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROUMANIA/ROUMAN IE	#	2	2	15	3	1	4	0	20	69	2	172	1	33	5	3
SAN MARINO/SAIN T-MARIN	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EUROPE N.E.S./E UROPE N.S.A.	#	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1 9 9 1

LIDAF (01),H-3,V-003,P-0035
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

EUROPE

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
TOTAL	#	119	25	187	178	95	24	30	208	1406	108	774	25	1607	96	27

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1991

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PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

AFRIQUE/AFRICA

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
EGYPT/EGYPTE	#	1	0	5	0	0	0	0	1	26	2	22	0	14	8	3
MALAWI	#	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0
ZAMBIA/ZAMBIE	#	0	0	0	8	0	0	0	0	4	0	0	0	0	0	0
ZIMBABWE	#	0	0	0	0	0	0	0	0	7	0	0	0	0	7	0
S AFRICA REP/REP D'AFRIQUE S	#	0	0	1	0	0	0	0	0	8	3	9	0	10	1	5
NAMIBIA/NAMIBIE	#	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
TANZANIA/TANZANIE	#	0	0	0	0	3	1	0	3	9	0	3	0	2	19	0
ALGERIA/ALGERIE	#	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
KENYA	#	0	0	5	0	0	2	0	0	6	1	8	0	12	14	0
MOROCCO/MAROC	#	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
TUNISIA/TUNISIE	#	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
UGANDA/OUGANDA	#	0	0	0	0	0	0	0	0	0	3	1	0	2	5	0
ANGOLA	#	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0
LESOTHO	#	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
BOTSWANA	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURUNDI	#	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0
CAMEROUN	#	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0
CHAD/TCHAD	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CENTRAL AFRICAN REP.	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ZAIRE REP. OF	#	0	0	0	0	0	0	0	0	2	0	0	0	0	1	0

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1991

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PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

AFRIQUE/AFRICA

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
CONGO REP. OF	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BENIN PEOPLES REP.	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ETHIOPIA/ETHIOPIE	#	0	0	4	2	8	0	1	4	15	1	24	0	91	0	0
GABON REPUBLIC	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GAMBIA/GAMBIE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GHANA	#	0	0	0	1	0	0	0	2	4	3	1	0	9	0	1
GUINEA REP OF/GUINEE REP DE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GUINEA-BISSAU/GUINEE-BISSAU	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
IVORY COAST/COTE D'IVOIRE	#	0	0	0	0	0	0	0	0	9	0	0	0	0	0	0
LIBERIA	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LIBYA/LIBYE	#	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0
MADAGASCAR/MADAGASCAR	#	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0
MALI REPUBLIC	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAURITANIA/MAURITANIE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MOZAMBIQUE	#	0	0	0	2	0	0	0	0	0	0	1	0	0	0	0
NIGER	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NIGERIA	#	0	0	1	1	0	0	0	0	8	1	1	0	3	0	0
GUINEA-EQUATO/GUINEE EQUATO	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RWANDA/RUANDA	#	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
SENEGAL	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1991

LIDAF (01),H-3,V-003,P-0038
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

AFRIQUE/AFRICA

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
SIERRA LEONE	#	0	0	0	0	0	0	0	4	0	0	0	0	2	0	0
SOMALI REP/SOMALIE REP	#	4	0	0	6	0	0	3	5	31	0	20	0	44	11	0
DJIBOUTI, REP. OF	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WESTERN SAHARA	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUDAN DEM REP/SOUDAN REP DEM	#	1	0	0	0	0	0	0	2	3	0	2	0	38	1	0
SWAZILAND	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOGO REP. OF	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BURKINO-FASO	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AFRICA N.E.S./AFRIQUE N.S.A.	#	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
TOTAL	#	6	0	16	22	11	4	4	21	138	20	94	0	239	38	9

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1991

LIDAF (01),H-3,V-001,P-0039
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

ASIE/ASIA

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
SRI LANKA	#	1	0	3	0	0	4	3	11	9	3	4	0	12	46	0
CHINA-MAINLAND/ CHINE-CONTINEN	#	20	2	5	8	0	2	6	159	325	132	171	0	193	34	2
TAIWAN	#	0	0	1	0	0	0	0	9	28	4	7	0	11	17	0
HONG KONG	#	13	1	21	12	2	0	4	23	161	19	34	0	78	385	0
INDIA/INDE	#	67	3	67	53	14	1	0	44	171	1	92	3	53	144	5
ISRAEL	#	1	0	1	0	1	0	0	2	7	0	9	0	6	17	0
JAPAN/JAPON	#	2	0	0	1	0	0	0	0	1	0	3	0	2	3	0
LEBANON/LIBAN	#	0	6	10	12	15	0	10	16	65	12	23	22	188	11	0
PAKISTAN	#	7	2	10	26	2	6	1	5	19	0	13	0	13	36	12
SYRIA/SYRIE	#	0	0	2	5	0	0	0	0	6	0	17	0	48	0	0
BANGLADESH	#	0	0	0	0	0	0	0	0	20	0	3	0	7	0	0
CYPRUS/CHYPRE	#	0	0	0	0	1	0	0	0	0	0	8	0	0	0	0
INDONESIA/INDON ESIE	#	1	0	0	4	0	0	0	1	6	0	0	0	0	1	0
IRAN	#	6	1	4	2	0	0	0	2	67	10	27	0	76	8	0
IRAQ	#	2	0	7	0	0	0	0	0	31	0	8	0	40	1	0
JORDAN/JORDANIE	#	0	0	2	0	0	0	0	1	15	0	8	0	4	4	1
KUWAIT/KOWEIT	#	4	0	0	0	7	0	2	0	7	2	0	0	22	2	0
PHILIPPINES REP . OF THE	#	27	1	14	24	0	3	0	21	113	9	22	1	36	78	0
SAUDI ARABIA/AR ABIE SAOUDITE	#	0	0	2	7	0	0	0	0	2	0	1	0	11	6	0
MYANMAR(BURMA)/ MYANMA(BURMA)	#	0	0	2	0	0	0	0	0	1	0	0	0	5	0	0

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1991

LIDAF (01),M-3,V-002,P-0040
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

ASIE/ASIA

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
MALAYSIA/MALAISIE	#	0	1	0	0	0	6	0	1	10	4	4	0	1	8	0
SINGAPORE/SINGAPOUR	#	0	0	1	0	0	0	0	6	8	1	1	0	5	1	0
AFGHANISTAN	#	0	0	2	7	8	0	0	2	11	0	5	0	6	0	0
BAHRAIN/BAHREIN	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BRUNEI	#	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0
KAMPUCHEA DEM. REP.	#	0	0	0	3	0	0	0	0	3	0	4	0	7	0	0
KOREA NORTH/COREE DU NORD	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KOREA SOUTH/COREE DU SUD	#	13	0	2	14	9	0	0	11	47	2	21	2	55	4	0
LAOS	#	5	0	6	17	0	0	0	0	57	0	36	7	6	0	0
MACAO	#	0	0	0	0	0	0	1	0	1	0	0	0	3	6	0
MONGOLIA/MONGOLIE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OMAN	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEPAL	#	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
QATAR	#	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0
THAILAND/THAILANDE	#	0	0	3	1	0	0	0	1	7	2	3	0	0	0	0
TIBET	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VIETNAM SOC. REP. OF	#	27	7	20	17	60	8	0	58	258	24	145	3	136	4	0
YEMEN ARAB REP.	#	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
ARAB EMIRATES/EMIRATS ARABES	#	0	0	0	1	0	0	0	0	1	0	1	0	4	8	0
ASIA NES/ASIE N SA	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1991

LIDAF (01),H-3,V-003,P-0041
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

ASIE/ASIA

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
TOTAL	#	196	24	206	214	119	30	27	376	1445	226	671	38	1036	826	20

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1 9 9 1

LIDAF (01),H-3,V-001,P-0042
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

AUSTRAL-ASIE/ASIA

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
AUSTRALIA/AUSTR ALIE	#	3	2	0	1	0	0	0	4	7	5	1	0	17	0	0
NEW ZEALAND/NOU VELLE-ZELANE	#	3	0	1	0	0	0	0	2	1	0	2	0	1	0	0
PAPUA NEW GUINE A	#	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0
AUSTRALIA NES/A USTRALIE NSA	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	#	6	2	1	1	0	0	0	6	8	5	3	0	21	0	0

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1 9 9 1

LIDAF (01),M-3,V-001,P-0043
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

AMER. N. & C.

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -CALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
U.S.A./ETATS-UNIS	#	15	6	19	22	18	9	22	27	86	40	80	7	110	33	1
MEXICO/MEXIQUE	#	0	1	2	0	4	0	0	4	22	0	24	52	34	0	0
GREENLAND/GROENLAND	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ST.PIERRE MIQUELON	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BELIZE	#	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0
COSTA RICA	#	14	5	12	35	13	0	17	18	140	11	292	3	292	1	0
EL SALVADOR	#	5	0	1	4	1	0	1	9	33	0	70	0	61	0	0
GUATEMALA	#	1	2	0	0	1	0	4	0	4	8	21	0	27	0	0
HONDURAS	#	0	0	0	8	4	0	0	2	2	0	130	4	145	0	0
NICARAGUA	#	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0
PANAMA	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PANAMA CANAL ZONE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	#	36	14	34	69	41	9	44	61	288	59	626	66	677	36	1

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1 9 9 1

LIDAF (01),H-3,V-001,P-0044
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

ANTILLE-CARIBBEAN

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
BERMUDA/BERMUDES	#	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
JAMAICA/JAMAIQUE	#	28	0	22	8	3	1	0	12	99	1	58	1	37	63	8
TRINIDAD TOBAGO /TRINITE TOBAGO	#	15	4	1	7	14	1	1	7	41	5	14	0	43	31	5
BARBADOS/BARBADE	#	0	1	10	3	0	1	0	4	4	0	1	0	7	8	0
ANGUILLA	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANTIGUA-BARBUDA	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BAHAMA ISLANDS/ BAHAMAS	#	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
CAYMAN ISLANDS/ CAIMANES ILES	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DOMINICA/DOMINQUE	#	0	0	1	0	0	0	0	0	2	0	0	0	0	0	0
GRENADA/GRENADE	#	0	0	1	1	0	0	0	1	0	0	1	0	1	0	0
MONTSERRAT	#	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0
NEVIS	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ST KITTS-NEVIS/ ST CHRISTO NEV	#	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
ST. LUCIA/STE. LUCIE	#	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0
ST VINCENT	#	0	0	0	2	0	0	0	1	1	1	1	0	3	5	0
TURKS-CAICOS/TURQUES-CAIQUES	#	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
VIRGIN ISLANDS/ VIERGES ILES	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CUBA	#	0	0	2	0	0	0	0	0	5	0	5	0	5	0	0
DOMINICAN REP/REP DOMINICAINE	#	0	0	0	2	0	0	0	0	3	1	1	0	2	3	0
NETHERLANDS ANTILLES	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1 9 9 1

LIDAF (01),H-3,V-002,P-0045
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

ANTILLE-CARIBBEAN

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
GUADELOUPE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HAITI	#	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
MARTINIQUE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VIRGIN IS USA/V IERGES ILES EU	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	#	43	5	38	23	17	3	1	27	157	10	84	1	99	110	13

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1 9 9 1

LIDAF (01),H-3,V-001,P-0046
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

AMER.DU SUD/SOUTH

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
ARGENTINA/ARGEN TINE	#	5	0	2	0	0	0	0	1	13	1	10	0	2	3	1
BRAZIL/BRESIL	#	1	0	0	0	0	1	0	0	8	0	4	0	8	2	0
GUYANA/GUYANE	#	0	3	5	3	0	0	0	6	20	5	47	0	22	76	3
CHILE/CHILI	#	0	0	5	2	0	0	0	0	12	1	5	0	6	0	0
COLOMBIA/COLOMB IE	#	3	0	4	0	0	0	0	1	3	3	10	0	8	0	0
PERU/PEROU	#	0	0	1	3	0	0	0	15	2	1	7	0	4	3	0
URUGUAY	#	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VENEZUELA	#	5	0	0	1	0	0	0	1	7	2	3	0	6	7	0
BOLIVIA/BOLIVIE	#	0	0	0	0	0	0	0	0	1	0	2	0	8	0	0
SURINAME	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EQUADOR/EQUATEU R	#	0	0	0	0	0	0	0	1	0	1	2	0	0	0	0
FRENCH GUIANA/G UYANE FRANC.	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PARAGUAY	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	#	15	3	17	9	0	1	0	25	66	14	90	0	64	91	4

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1991

LIDAF (01),H-3,V-001,P-0047
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

OCEANIE - OCEANIA

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
FIJI/FIDJI	#	0	0	2	0	0	0	0	1	5	0	0	0	0	1	3
NEW CALEDONIA/NOUV. CALDEONIE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VANUATA	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOLOMON IS./SALOMON ILES	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
US TR. T. PACIFIC	#	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
SAMOA WEST	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FR. POLYNESIA/POLYNESIE FR.	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TONGA	#	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
MAURITIUS/MAURICE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0
SEYCHELLES	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMOROS/ETAT COMORIEN	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CAPE VERDE/CAP-VERT	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SAO TOME E PRINCIPE	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	#	0	0	2	0	0	0	0	2	5	1	0	0	0	13	3

RESIDENTS PERMANENT RESIDENTS
JANUARY-DECEMBER/JANVIER-DECEMBRE
1 9 9 1

LIDAF (01),H-3,V-001,P-0048
RUN DATE 28/02/92

PAYS DE DERNIERE RESIDENCE PERMANENTE
SELON LES VILLES SELECTIONNEES ET LA PROVINCE
OU TERRITOIRE ENVISAGEE

COUNTRY OF LAST PERMANENT RESIDENCE
BY AREA BY SELECTED CITY AND PROVINCE
AND TERRITORIES OF INTENDED DESTINATIONS

INCONNU - UNKNOWN

		BRANT FORD	BROCK VILLE	BURLIN GTON	CAMBRD -GALT	CHA THAM	CORN WALL	FORT ERIE	GUELPH	HAMIL TON	KINGS TON	KITCH ENER	LEAMIN GTON	LONDON	MARK HAM	MILTON
TOTAL	#	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE 3: BRIEF STATISTICAL OVERVIEW FOR HAMILTON CENSUS METROPOLITAN AREA* FOR 1976, 1981 AND 1986 BY MOTHER TONGUE AND SEX

	1976			1981			1986+		
Mother Tongue	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total CMA	529,370	261,665	267,700	542,095	266,415	275,680	557,030	272,190	284,835
English	429,380	211,080	218,300	432,075	211,335	220,735	441,205	214,810	226,395
French	8,770	4,255	4,515	9,330	4,395	4,940	7,420	3,540	3,885
Italian	24,415	12,555	11,860	26,995	13,865	13,130	22,400	11,420	10,980
Croatian, Serbian & Other Yugoslavian	8,455	4,395	4,070	10,565	5,475	5,090	9,155	4,615	4,540
Polish	5,870	2,930	2,940	7,340	3,540	3,800	6,695	3,165	3,530
Dutch	5,800	2,955	2,840	7,505	3,805	3,700	6,475	3,205	3,270
Portuguese	3,985	2,025	1,960	5,685	2,890	2,795	5,545	2,795	2,750
Ukrainian	6,950	3,460	3,495	7,500	3,685	3,820	5,260	2,540	2,715
Magyar (Hungarian)	3,850	1,980	1,875	4,540	2,330	2,215	3,665	1,815	1,850
Chinese	1,540	825	710	2,495	1,280	1,220	2,730	1,345	1,380
Indo-Iranian **	1,360	740	620	2,400	1,220	1,180	2,480	1,265	1,215
Greek	1,560	810	750	2,310	1,210	1,100	2,040	1,040	1,000
Baltic Languages	not referenced			not referenced			1,870	925	945
Czech and Slovak	1,475	755	720	1,780	905	875	1,410	685	725
Spanish	not referenced			990	495	495	1,260	620	640
Semitic	not referenced			not referenced			865	485	380
German	9,535	4,645	4,885	10,355	4,940	5,415	8,695	4,100	4,600
Not Stated	8,640	4,320	4,315	nil			nil		

* Hamilton Census Metropolitan Area includes the Region of Hamilton-Wentworth, Burlington and Grimsby

** Indo-Iranian includes Hindi, Punjabi, Urdu, Bengali, Malayalam, Tamil, Cingalese and Telugu

\+ Respondents in the 1986 Census were permitted to answer more than 1 mother tongue but they were restricted to one response in 1981 and 1976. Approximately 22,000 Hamilton CMA residents claimed multiple responses in 1986. These people are excluded from the 1986 column as it only contains single responses. Therefore the decrease in most mother tongue categories between 1981 and 1986 is a result of this Census change not an actual decrease in the numbers of various mother tongue groups.

Source: Ministry of Citizenship, Ethno-cultural Data Base. Maps and Demographic Statistics for Selected Mother Tongue Groups for Hamilton CMA, 1976 Census, 1981 Census and 1986 Census.

Extracted from Social Planning and Research Council. Diverse Racial and Cultural Groups Access to the Social Services System. (1990)

TABLE 5: POPULATION OF HAMILTON-WENTWORTH BY PLACE OF BIRTH FOR THE 1986 CENSUS

	Total	%
Total Population	418,600	100.00
Non-Immigrants	313,425	74.87
Immigrants (born outside Canada)	105,035	25.12
- Europe	87,265	20.85
United Kingdom	26,955	6.44
Italy	17,575	4.20
Yugoslavia	8,585	2.05
Poland	5,725	1.37
Portugal	4,755	1.14
Netherlands	4,380	1.05
West Germany	4,015	.96
U.S.S.R.	3,685	.88
Hungary	2,830	.68
Greece	1,990	.48
Czechoslovakia	1,365	.33
Austria	955	.23
- Asia	6,815	1.63
India	1,905	.46
Vietnam	1,315	.31
Philippines	845	.20
China	820	.20
- United States	4,240	1.01
- Caribbean	3,190	.76
Jamaica	1,445	.35
Guyana	805	.19
- Middle East	1,010	.24
- Africa	975	.23
- South America	700	.17
- Central America	570	.14
- Australasia	235	.06
- Other	45	

Source: Ministry of Citizenship, Ethno-cultural Data Base, Toronto, 1986 Census.

Extracted from Social Planning and Research Council. Diverse Racial and Cultural Groups Access to the Social Services System. (1990)

TABLE 6: POPULATION OF HAMILTON-WENTWORTH BY ETHNIC ORIGIN FOR THE 1986 CENSUS (20% DATA)

Single Origins	284,925
British	147,515
French	10,130
Aboriginal peoples	1,645
Black	2,620
German	11,245
Italian	34,875
Ukrainian	6,945
Chinese	2,915
Dutch (Netherlands)	10,155
South Asian	3,515
Jewish	2,805
Polish	9,215
Other single origins	41,335
Multiple origins	133,680

Source: Statistics Canada, Neighbourhood Data for Hamilton-Wentworth, 1986.

Extracted from Social Planning and Research Council. Diverse Racial and Cultural Groups Access to the Social Service System. (1990)

APPENDIX B

CANADA'S FIVE YEAR IMMIGRATION PLAN

Canada's five-year immigration plan

Employment and Immigration Canada's (EIC) Annual Report to Parliament, tabled in October 1990, set out a five-year immigration plan outlining the number of immigrants to be admitted under each of six immigration classes: family class; refugees; independent immigrants; assisted relatives; business immigrants; and retirees. As well, it proposed targets by world region.

Immigrants may come to Canada either as sponsored family members, refugees, or independent applicants. Since 1967, independent applicants have been rated on a point system based on their age, education, training and occupational skills, demand for the applicant's occupation in Canada, existence of prearranged employment, and knowledge of one of Canada's official languages. Prearranged employment and knowledge of French or English are waived if the applicants have relatives in Canada willing to help them relocate and settle. These people are still considered independent applicants, but fall into the assisted relative category. Also included in the independent category are business immigrants — either self-employed or entrepreneurial applicants — who earn extra points if they are able to invest capital in Canada, creating employment for themselves and others.

1991-1995 Immigration plan

Component		Estimated[1] 1990	Planned 1991	1992	1993	1994	1995
Family class	Total	72,500	80,000	100,000	95,000	85,000	85,000
	0-14	10,435	11,656	14,391	13,673	12,234	12,234
Refugees							
Government-assisted refugees and members of designated classes (selected abroad)	Total	13,000	13,000	13,000	13,000	13,000	13,000
	0-14	3,470	3,470	3,470	3,470	3,470	3,470
Privately sponsored refugees and members of designated classes (selected abroad) and refugees landed in Canada (after Jan.1, 1989)	Total	29,000	33,500	45,000	45,000	40,000	40,000
	0-14	6,232	7,199	9,671	9,671	10,767	10,767
Independent immigrants							
Principal applicants	Total	19,500	20,000	21,500	22,500	29,000	29,000
Spouses and other accompanying dependents	Total	25,500	21,000	20,000	25,000	33,000	33,000
	0-14	11,264	10,261	10,387	11,887	15,517	15,517
Assisted relatives							
Principal applicants	Total	7,000	7,000	7,000	8,500	11,500	11,500
Spouses and other accompanying dependents	Total	11,000	12,500	12,500	15,000	19,000	19,000
	0-14	5,309	5,753	5,753	6,935	9,000	9,000
Business immigrants							
Principal applicants	Total	5,000	7,000	7,000	6,500	5,000	5,000
Spouses and other accompanying dependents	Total	13,500	21,000	21,000	19,500	14,500	14,500
	0-14	6,831	8,618	8,618	8,002	6,003	6,003
Retirees	Total	4,000	5,000	3,000	0	0	0
	0-14	159	198	119	0	0	0
Total	Total	200,000	220,000	250,000	250,000	250,000	250,000
	0-14	43,700	47,155	52,409	53,638	56,991	56,991

[1] Preliminary EIC data for 1990 show a total of 214,227 immigrants, 45,485 of whom were under age 15.
Source: Employment and Immigration Canada, *Annual Report to Parliament: Immigration for 1991-1995*, October 1990, and unpublished extrapolations based on EIC data.

APPENDIX C

QUESTIONNAIRES

COMMUNITY NEEDS ASSESSMENT FOR SETTLEMENT AND INTEGRATION SERVICES

SERVICE PROVIDERS MAILOUT SURVEY

1.a) Does your agency offer settlement services for immigrants? If yes, please list.

b) After immediate needs have been met does your agency provide other (integration) services for immigrants. Please explain.

c) In what language(s) is service provided?

2.a) Who has access to these services or programs?

b) Is there official criteria e.g., immigration status, education level, income?

3. As a service provider what do you thank are the most important immediate needs of newly arrived immigrants? (Please list)

1.

2.

3.

4.

4. Do you feel there are gaps between the service provided and the needs of immigrants? Please explain.

5. Does your agency have a policy to address the settlement and integration needs of diverse immigrant communities? Please explain.

6. As a service provider how would you change services or the delivery of services in order to best respond to the needs of immigrant communities in Hamilton?

DEFINITIONS

Settlement: refers to the immediate or short-term needs of newly arrived immigrants, e.g., food, shelter, employment, etc.

Integration: refers to long-term needs usually associated with the process of adjustment for example, accessing education system, legal system, political system, etc.

Immigrant: for the purpose of this study, immigrant is defined as people arriving in Canada from another country. It includes all classes or categories of immigration. Exceptions due to status/class should be noted.

Services: includes both mainstream agencies and ethno-specific community groups or organizations.

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THANK YOU!

COMMUNITY NEEDS ASSESSMENT FOR SETTLEMENT AND INTEGRATION SERVICES

COMMUNITY MEMBERS

QUESTIONNAIRE

1. What did you need most when you arrived in Hamilton (Canada)? There may be several things, for example: food, shelter, clothing, employment. Please list them.

2. Who helped you when you first arrived? Please list.

3.a) Did you experience any problems in getting the information or help you needed?

b) Was there something you did not get help with? Please explain.

4. Why do you feel you were not able to get the help you needed?

5.a) Since you first arrived are there other services, help or information you have needed? Please list.

b) **Where will you go to get the help you need now?**

6.a) **How do you feel services and information should be provided in order to meet the diverse needs of immigrant communities in Hamilton?**

b) **What changes would you make to improve any of the services you have needed? Please explain.**

Demographic Data:

Gender: _____ Female _____ Male

Age: _____

Marital Status: _____

Country of Origin: _____

Why year did you arrived in Hamilton (Canada): _____

Education (highest level obtained to date): _____

Vietnamese

COMMUNITY NEEDS ASSESSMENT FOR SETTLEMENT AND INTEGRATION SERVICES

QUESTIONNAIRE

1. Bạn cần gì nhứt khi bạn đến Hamilton (Canada). Có thể có nhiều thứ, ví dụ: thực phẩm, chỗ ở, quần áo, việc làm. Xin kể ra.

What did you need most when you arrived in Hamilton (Canada)? There may be several things, for example: food, shelter, clothing, employment. Please list them.

2. Ai đã giúp đỡ bạn khi bạn mới đến. Xin kể ra.

Who helped you when you first arrived? Please list.

5.a) Từ Khi bạn đến, bạn còn cần thêm những dịch vụ, giúp đỡ hay tin tức gì khác nữa? Xin kể ra.

Since you first arrived are there other services, help or information you have needed? Please list.

b) Bây giờ bạn sẽ tìm đến đâu để nhận được giúp đỡ mà bạn cần..?

Where will you go to get the help you need now?

6.a) Theo bạn, những dịch vụ và tin tức nên được cung cấp bằng cách nào để đáp ứng được nhu cầu đa dạng của cộng đồng di dân ở Hamilton?

How do you feel services and information should be provided in order to meet the diverse needs of immigrant communities in Hamilton?

b) Theo bạn, có những thay đổi nào có thể cải thiện những dịch vụ mà bạn cần? Xin giải thích.

What changes would you make to improve any of the services you have needed? Please explain.

Demographic Data:

Số liệu về bản thân:

Gender: _____ **Female** _____ **Male** Phái: ___ Nữ ___ Nam

Age: _____ Tuổi: ___

Marital Status: _____ Tình trạng gia đình: _____

Country of Origin: _____ Nguồn gốc từ nước nào: _____

What year did you arrived in Hamilton (Canada): Năm bạn đến Hamilton (Canada): ___

Education (highest level obtained to date): Học vấn (lớp cao nhất đã đạt đến hiện nay): _____

The Social Planning & Research Council of Hamilton and District

155 James St. S., 6th Floor, Hamilton, Ontario L8P 3A4 Telephone: 522-1148

September 19, 1991

Dear Service Provider:

I would like to take this opportunity to briefly acquaint you with a current study now in progress entitled "A Needs Assessment of Settlement and Integration Services for Hamilton-Wentworth". This particular study is being conducted under the auspices of the Social Planning and Research Council (SPRC).

In an attempt to respond to apparent increases in the number of immigrants, including newly arrived, to the Hamilton-Wentworth area, the Ministry of Citizenship, the Department of the Secretary of State, and Employment and Immigrant Canada have requested the SPRC to conduct a community needs assessment to:

1) clearly identify the settlement needs of immigrants specifically within local diverse communities;
2) identify the unmet needs and gaps in current settlement services and/or agencies;
3) propose a model(s) of service and delivery mechanisms that would best respond to newcomers' settlement and integration needs.

We hope that this study will reflect a range of experiences, needs and expectations as shared by people who are involved with the diverse immigrant communities in Hamilton. Through our communication we also hope to develop a model of services and service delivery based upon the vision statements of various participants.

We wish to encourage you to contribute your experience and concern as a service provider, through your participation at our workshops. Your attendance would be greatly appreciated.

Attached you will find a mailout survey, as well as a copy of the calendar week in which I would like to have your workshop. Please mark the date and times most convenient for you or a representative of your agency. You may return the calendar and survey to me in the enclosed business reply envelope (postage paid) or you may make confirmations by telephone (522-1148).

Should these dates be inconvenient, please contact me or Akosia Tulloch for alternative dates. Locations will be confirmed once the time and date are established.

Looking forward to meeting with you soon.

Sincerely,

Denise Brooks

Denise Brooks,
Researcher

DB/ce
Encl.

The Social Planning & Research Council of Hamilton and District
155 James St. S., 6th Floor, Hamilton, Ontario L8P 3A4 Telephone: 522-1148

October 7, 1991

Dear Community Members:

I would like to take this opportunity to briefly acquaint you with a current study now in progress entitled "A Needs Assessment of Settlement and Integration Services for Hamilton-Wentworth". This particular study is being conducted under the auspices of the Social Planning and Research Council (SPRC).

In an attempt to respond to apparent increases in the number of immigrants, including newly arrived, to the Hamilton-Wentworth area, the Ministry of Citizenship, the Department of the Secretary of State, and Employment and Immigrant Canada have requested the SPRC to conduct a community needs assessment to:

1) clearly identify the settlement needs of immigrants specifically within local diverse communities;
2) identify the unmet needs and gaps in current settlement services and/or agencies;
3) propose a model(s) of service and delivery mechanisms that would best respond to newcomers' settlement and integration needs.

We hope that this study will reflect a range of experiences, needs and expectations as shared by people who are involved with the diverse immigrant communities in Hamilton. Through our communication we also hope to develop a model of services and service delivery based upon the vision statements of various participants.

We wish to encourage you to contribute your experience and concern. If there are questions about this project or if you would like to participate, please contact Denise or Akosia at 522-1148.

Looking forward to meeting with you soon.

Sincerely,

Denise Brooks,
Researcher

DB/ce
Encl.

APPENDIX D

LIST OF MAINSTREAM AND ETHNO-CULTURAL SERVICE PROVIDERS AND COMMUNITY ORGANIZATIONS

COMMUNITY NEEDS ASSESSMENT FOR SETTLEMENT AND INTEGRATION SERVICES

We have attempted to contact the following organizations, agencies and individuals for this study:

1) SERVICE PROVIDERS (MAINSTREAM)

1. The Wentworth County Board of Education, The Adult Learning Centre
2. Second Stage Housing
3. The Catholic Children's Aid
4. The Canadian Red Cross Society
5. Wentworth Baptist Church
6. Canada Immigration Centre
7. Community Information Centre
8. Hamilton Mountain Legal and Community Services
9. Citizen Action Group
10. Adult Basic Education Association of Hamilton-Wentworth
11. Regional Social Services
12. North Hamilton Community Health Centre
13. McQuesten Legal and Community Services
14. Housing Help Centre
15. St. Matthew's House
16. Catholic Family Services
17. Roxborough Park Multi-Service Centre
18. Worker Education Centre
19. Welcome Inn
20. Mission Services of Hamilton
21. Good Shepherd Centre
22. St. Charles School
23. Mohawk College
24. Wesley Urban Ministries
25. Heritage Languages, Hamilton Board of Education
26. James St. Baptist Church
27. Wentworth Baptist Church
28. Ontario Welcome House
29. Religious Society of Friends
30. Salvation Army, Canadian & Refugee program
31. Canada Immigration Centre
32. Canada Employment and Immigration Centre
33. Hamilton-Wentworth Housing Authority
34. Lynwood Hall Children's Centre
35. Grace Haven
36. Hope Haven Homes, Family Rehabilitation Centre
37. Ontario March of Dimes
38. Health & Welfare Canada, Income Security Programs
39. Dept. of Social Services, general welfare assistance
40. DARTS
41. Victim/Witness Assistance
42. Hamilton & District Friend-a-Family
43. Big Brother Association
44. Big Sister Association
45. Children's Aid Society

46. PATH Employment Services
47. Ottawa Branch YWCA
48. Widow to Widow
49. YWCA
50. Parental Stress
51. Ontario Ministry of Corrections Services
52. Elizabeth Fry Society
53. John Howard Society
54. Dawn Patrol Group Homes
55. Hamilton Wesley House
56. Homestead Residential and Support Services
57. ST. Leonard's Society
58. Calvert House Community Resource
59. Alternatives for Youth
60. Sexual Assault Centre
61. Child & Adolescent Services, Dept. of Health
62. Canadian Hearing Society
63. Volunteer Centre of Hamilton
64. Hamilton Association for Community Living
65. Canadian National Institute for the Blind
66. AATD
67. Meals on wheels
68. Canadian Mental Health Association
69. Pastoral Counselling Centre
70. Century 21, Senior Peer Counselling
71. Neighbour to Neighbour
72. Dundas Community Services
73. Information Flamborough
74. North End Information Service
75. Dundurn Community Legal Service
76. Emergency Shelter Foundation of Hamilton-Wentworth
77. Interval House
78. Women's Centre
79. Teletouch
80. Hamilton-Wentworth Public Health Dept.
81. Hamilton-Wentworth Regional Police

2) COMMUNITY FOCUSED AND ETHNO-SPECIFIC ORGANIZATIONS

1. Kirkendall-Strathcona Neighbourhood House
2. SHAIR International Resource Centre
3. Ecumenical Refugee Support Group
4. Hamilton & District Multicultural Centre
5. Hungarian Community Centre
6. Jewish Social Services
7. Lifeline for Refugees
8. Portuguese Information Centre
9. ST. Joseph's Convent
10. Interfaith Council for Refugees
11. Circle of Friends

12. Immigrant Women's Action Group
13. Lao Association
14. Multicultural Health Coalition
15. Muslim Association
16. Polish Congress
17. Romanian Cultural Association
18. Spanish Speaking Association
19. Los Andes Housing Corporation
20. Armenian Community Centre
21. Canadian Polish Congress
22. Czechoslovak Association
23. Dante Aleghieri Society
24. Hamilton Dante Centre for Italian Language & Culture
25. Germania Club of Hamilton
26. Greek-Canadian Orthodox Community
27. Guyana Association
28. Hamilton Japanese United Church
29. Japanese Canadian Citizen's Organization
30. Hamilton Latin American Association
31. Italian Congress
32. Jamaican Association
33. Arab Women's League
34. Society of East Central European Nations
35. Lativan Society
36. Lithuanian Canada Community
37. Pakistan Canada Association
38. Philippine Women's Group
39. Ghanian Association
40. Portuguese Association of St. Michael
41. St. Nicholas Ukrainian Catholic Church
42. Chinese Canadian Society
43. Chinese Cultural Association
44. Salvadoran Cultural Movement
45. Arab Cultural Centre
46. Afro Caribbean Canadian Association
47. Barbados Association
48. Dominica Association
49. Congress of Black Women
50. Centre Francaise Hamilton
51. Korean Association
52. Black Women's Small Business Association
53. Caribbean Cultural Association
54. Emmanuel Baptist Spanish Mission
55. German Baptist Church
56. Hamilton Buddhist Church
57. Hamilton Chinese Alliance
58. German Church of God
59. Macedonia Orthodox Church
60. Mennonite Church
61. The Somali Community in Hamilton
62. The Iranian Association
63. Ethiopian Community
64. Southeast Asian Community

APPENDIX E

COMMUNITY MEMBERS' DATA FROM SURVEY

COMMUNITY NEEDS ASSESSMENT FOR SETTLEMENT AND INTEGRATION SERVICES

COMMUNITY QUESTIONNAIRE/SURVEY

This survey was designed with the assistance of the Advisory Committee. It is an open-ended survey used to illicit insightful responses. Surveys were distributed to several immigrant communities in Hamilton. However, only a percentage of responses were received. Community responses are listed separately.

Question 1: What did you need most when you arrived in Hamilton (Canada)? There may be several things, for example: food, shelter, clothing, employment. Please list them.

Question 2: Who helped you when you fist arrived? Please list.

Question 3a: Did you experience any problems in getting the information or help you needed?

b: Was there something you did not get help with? Please explain.

Question 4: Why do you feel you were not able to get the help you needed?

Question 5a: Since you first arrived are there other services, help or information you have needed? Please list.

b: Where will you go to get the help you need now?

Question 6a: How do you feel services and information should be provided in order to meet the diverse of immigrant communities in Hamilton?

b: What changes would you make to improve any of the services you have needed? Please explain.

COMMUNITY NEEDS ASSESSMENT FOR SETTLEMENT AND INTEGRATION SERVICES

COMMUNITY SURVEY RESPONSES

Portuguese Community

Question 1:
- language (6 respondents)
- shelter, then a home (9 respondents)
- food (4 respondents)
- employment (11 respondents)
- clothing (3 respondents)
- money (2 respondents)
- services that could help me when I didn't know where to go ie. to find home or job (3 respondents)
- interpreter to go to a doctor, immigration, employment, etc.

Question 2:
- family members (11 respondents)
- department of immigration
- acquaintance from old country
- friends
- agency (2 respondents)
- Mr. Jose Campos (community worker)
- the Portuguese Centre (2 respondents)
- we didn't have any help when we moved to Hamilton because we didn't know anyone or places to get help from. It was very difficult and it took a long time (4 months) to find a job for ourselves and it was hard to fight for the first needs but we did survive

Question 3A:
- access problems (getting the friend's family member's free time)
- no (2 respondents)
- yes, because of a language barrier and nobody to translate, frustration in understanding the language, couldn't communicate (8 respondents)
- No, because I met Jose Campos the 2nd week after I had arrived in Hamilton
- my problem for not having help was my fault because I didn't seek for any help. I thought there was not help available and nobody told me
- I didn't have money to pay for an apartment

Question 3B:
- no (2 respondents)
- yes, no one to speak English
- no (family helped)
- difficulty in getting friends to be available to help
- difficulty in obtaining employment, no knowledge of public transportation and no own transportation
- financial matters were hard to grasp, credit was not available back home and the concept of getting money now to pay later was hard to grasp
- I had trouble finding a job (3 respondents)

- no because my husband speaks English very well
- I didn't get help with finding a job, home and services to help me with other things
- I got help I needed, but not a lot so that I was alright to get along on my own
- yes, I didn't get help with something; I had to find an apartment by myself

Question 4:
- no knowledge of public transportation and no money for own transportation
- friends were busy and times conflicted (respondents)
- I felt I wasn't able to communicate and was unaware of services offered to an immigrant
- language barrier nobody spoke English/Portuguese (3 respondents)
- customs different
- no because my husband speaks English very well
- because it was easy to find an apartment
- I felt I didn't get the help I needed because lack of experience and not able to speak English
- I felt I wasn't able to get help because I didn't know where to go, I did not know about services that could help anyone (2 respondents)
- the only first contacts I had when I did move to Hamilton were the schools and the doctors and they didn't help me at all

Question 5A:
- translation, doctors visits, hospital visits, school visits
- language (3 respondents),
- employment rights (union regulations) (2 respondents)
- education, legal (rights and information) (5 respondents),
- citizenship
- medical (3 respondents)
- children
- school problems, ethnic differences
- government agencies, O.H.I.P, immigration (3 respondents)
- needed help finding a job (3 respondents), home (3 respondents), banks
- a Portuguese centre and schools
- no, because my husband speaks very well English
- I needed help with information about the area, where the nearest store or bank was
- not really
- I needed an interpreter so badly but I didn't know how to get this service, job placement it was very difficult because I had no Canadian experience and no references (I didn't know anybody)
- yes, it was lots of services, I get help and information

Question 5B:
- family (5 respondents)
- Portuguese Information Centre (9 respondents)
- Kirkendall Community (2 respondents)
- local travel agencies ie. Oscar Travel/ Acadia Travel (6 respondents)
- friends (2 respondents)
- local agencies (paying) (2 respondents)
- Wesley Urban Ministries,
- Jose Campos (community worker)
- any agency because I can speak English now

Question 6A:
- Portuguese Parish (4 respondents)
- local ethnic information centres/agencies (6 respondents)
- through central agency
- more information should be available on different services offered to an immigrant,
- more interpreters
- Portuguese medical clinics, banks, lawyers, shelters, social worker etc. (2 respondents)
- more community services/centres for Portuguese immigrants employing Portuguese people in order to facilitate communication (2 respondents)
- immigration office should inform immigrants of the services available to them in order to help them to meet their needs
- maybe have a social worker go to the home and explain the services available in the community

Question 6B:
- have ethnic speaking "advisers" available to provide information and services to the Portuguese (4 respondents)
- give the services to the ethnic communities
- information on centres which could assist in job searching, and other immediate needs of newly arrived immigrants, so that they are not completely lost
- the agencies have to contact the newly arrived immigrant to assist them at 1. airport 2. employment 3. immigration
- there is a need for increased awareness of the services available to Portuguese (3 respondents)
- create jobs for the immigrants, do not allow the entry of people there is no job placement for them
- reception for refugees, community centres, recreation centres, social clubs

Spanish Speaking Community

Question 1:
- to learn English (2 respondents)
- employment (3 respondents)
- I came with student visa, I need more information, in general
- food
- general information, orientation

Question 2:
- my family (3 respondents)
- friends
- Welcome House (2 respondents)
- Mohawk college

Question 3A:
- sometimes
- no (2 respondents)
- information did not exist

Question 3B:
- nothing was available
- I could be more informed about things, sometimes I did not know that I could be helped

Question 4:
- lack of information
- felt helpless
- was depressed

Question 5A:
- housing
- education
- upgrading
- access to professions and trades
- help with immigration
- now I know but when I needed the most I didn't even know if they were there, I could use them
- I got information of Spanish Speaking Assoc.

Question 5B:
- I need to work, I am studying English in order to work
- every place I think they can help me
- libraries (2 respondents)
- banks
- school
- to the different centres that serves the Spanish community
- Welcome House, mission services,
- Spanish speaking community

Question 6A:
- from someone that have the language as well as the culture sensitivity
- it's good but very slowly work people in this please (2 respondents)
- in English and the language the person speaks

Question 6B:
- to form a network to better serve the community

Iranian Community

Question 1:
- everything (2 respondents)
- place to live (14 respondents)
- food (5 respondents)
- employment (9 respondents)
- schooling
- to know more about our rights and community

- I didn't know anybody and didn't know the language; I needed to get information on English as a second language, and how to find
- language
- interpretation
- an honest advisor, didn't know Canadian laws etc.
- financial assistance (4 respondents)
- interpreter
- clothing

Question 2:
- Macedonian association (2 respondents)
- Iranian Association of Hamilton
- Welcome House (2 respondents)
- a few people that I had met in Hamilton helped most; there was no one at Welcome House who could speak Persian (Farsi)
- no one; Multicultural Centre was a let down
- family (2 respondents)
- no one, a few friends we met who could speak English, even so they didn't have much time for us
- no one
- a few friends (5 respondents)
- Immigration (4 respondents)

Question 3A:
- yes (8 respondents)
- yes, since I couldn't speak English (3 respondents)
- yes, Ontario Housing mistreated me, I pay $50.00 to a agency for finding place to live. No help from anyone.
- there isn't any centre in Hamilton where people could receive information in Farsi, most of the Iranians either have wrong information or insufficient information about the services in Hamilton and therefore have not benefitted from them (2 respondents)
- though organizations may exist no one knows what they are
- no problem getting information but receiving services, yes
- problem was with driver's license; a tourist with an International Driver's license can drive for first three month's of stay, but a Landed Immigrant cannot drive until they have a Canadian license
- no; I was fluent in English
- not given any information on our rights
- no Farsi Interpreter at immigration

Question 3B:
- yes, financial problems (4 respondents)
- yes, to find a house (3 respondents)
- to go to the doctor
- yes, no one wanted to rent to us because we were under social services assistance
- received financial assistance from Welfare for a very short time; it was not enough to learn English; under pressure from Immigration to get a job as soon as possible and support myself; I have studied Medicine in Iran, and I wanted to continue my education, but this was not their concern
- learning English (2 respondents); I went to register but I was not accepted
- no one at immigration could communicate with us (2 respondents)
- to get a job (2 respondents); EIC didn't do anything
- ESL classes (2 respondents)

- didn't know where to shop for food and clothes
- didn't know English (2 respondents)
- didn't know how to take the bus anywhere
- there was no Iranian Association where we could talk about our problems in our own language
- education

Question 4:
- because we were newcomers (2 respondents)
- because even though there was Iranian society very helpful but then help was very limited since they only worked voluntary
- because we are newcomers and getting help from the government
- offices and agencies not able to assess the newcomers abilities and expertise
- no opportunity to learn English (3 respondents)
- no job training
- no recognition of professions ie. thousands of doctors and lawyers, that are not allowed to practice; people have spent time and money in their country for their education and all that wealth is wasted
- I was a refugee and could not register in ESL until I had immigration papers
- I don't think the immigration officer wanted to help me
- immigration officer did not feel any responsibility towards the new comer; they are not educated as to the problems facing the new comer, so they do not spend any time and do not answer their questions (4 respondents)
- I didn't have a good interpreter
- The employment counsellors did not have time to spend with each person; response was always "Look at the Board"
- no advisor (3 respondents)
- did not know our rights

Question 5A:
- no (2 respondents)
- to find a job (6 respondents)
- to get a driver's license
- to find a home (6 respondents)
- to find a place for sport
- to go to school (4 respondents)
- there wasn't any place or association for Iranian people to meet or any other way to contact someone who spoke Persian
- training
- ESL training (2 respondents)
- Car (very hard to use buses in Winter, especially with two small children)
- grocery shopping and carrying food home with no car
- papers delayed for two years because we moved from Montreal to Hamilton
- need information about the services available
- technical training
- good advisor
- interpreter

Question 5B:
- nowhere (2 respondents)
- I will go to the Iranian Society of Hamilton-Wentworth (3 respondents)

- don't know where to go ; will go to other Iranians and try to get more information about the Iranian Association
- library
- Welcome House
- Multicultural Centre
- government agencies (6 respondents)
- Iranian Association (5 respondents)

Question 6A:

- to help newcomers from other countries (2 respondents)
- every community should have a centre so that place could gather information which is desirable for better living in Hamilton and help the new Canadian
- I think if they have some booklets in Persian in all organizations to hand in or they have someone working for them who speak both languages (5 respondents)
- agencies providing services should be in touch with the Iranian Community as the problems they have are unique to them
- greater net-working between the Centres and different organizations to facilitate referral
- information regarding services should be centred in one place with people from different communities and reliable interpreters (4 respondents)
- information workshops given by person of the same culture (2 respondents)
- we need an Iranian Immigration Association
- need Iranian Association (3 respondents)
- informing the community about the Iranian Association

Question 6B:

- more financial help (2 respondents)
- faster service by having more employees from all nationality; try to cut waiting time
- when services are provided it should not make them dependant
- (immigrants) should not be forced to find a job immediately; they should be put in training
- welfare should not only give them money, but provide for vocational counselling
- eliminate some of the parallel organizations and improve others ie. eliminate Multicultural Centre and improve Share
- combine the different agencies providing the same types of services to make a new agency with better services
- there is a need for a central place that people can go to get all the information needed, and where each community can provide information in their own language (4 respondents)
- train interpreters (4 respondents)
- need greater access to information
- assistance given to the Iranian Association so they can service the community better
- service needs to be given by people understanding of our situation
- providing ESL classes
- training programs
- assistance with job search
- more educated and sensitive Immigration officers

DEMOGRAPHIC DATA

By Gender

	Male	Female	Not Stated
Portuguese	9	13	1
Spanish Sp.	2	2	1
Iranian	12	5	0

By Age

	18-24	25-9	30-4	35-9	40-4	45-9	50-60	> 60	N.S.
Portuguese	0	2	5	0	1	7	5	3	3
Spanish Sp.	0	0	1	1	1	0	0	0	2
Iranian	2	2	4	5	5	0	0	0	0

By Marital Status

	Single	Married	Widowed	Divorced	Separated	N.S.
Portuguese	2	19	1	0	0	1
Spanish Sp.	0	4	0	0	0	1
Iranian	5	11	0	0	1	0

By Year of Arrival in Hamilton

	1959-64	1965-9	1970-4	1975-9	1980-4	1985-9	1990-1	N.S.
Portuguese	1	3	5	3	2	8	1	0
Spanish Sp.	0	0	1	0	1	2	0	1
Iranian	0	0	0	2	0	12	4	0

By Highest Level of Education Completed

	<H.S.	Some H.S.	Diploma	Tech.	Some Univ.	BA	MA	PHD	N.S.
Portuguese	11	5	2	0	2	2	0	0	0
Spanish Sp.	0	0	0	1	0	1	0	0	2
Iranian	0	0	6	0	2	5	3	1	0

APPENDIX F

SERVICE PROVIDERS FOCUS GROUP NOTES

Service Providers Focus Group Discussion

There were two focus group meetings held for service providers. The details of their discussions are noted below.

- beyond material needs there is the need to communicate, person suffers because few workers in growing population
- some problems need time to be cured and resolved, counselling
- re:Hamilton-Wentworth Housing
  language differences problem
  French only access comm. resources for cultural interpreter/translator no funds allocated
  information printed in English or French
- reverse referral - conflicts
- referrals to agencies that do not house things necessary, interpreter to give service
- Welcome House, calls to help outside of mandate, only provide in house service
- identify the unmet needs and the gaps in services
  (Community Information Centre) - only English speaking counsellors
- some agencies use Welcome House and Multicultural Centre for translators
- feeling that Hamilton doesn't have identifiable "settlement workers" or adjustment workers", no reception house
- need a central place with information in all possible languages
- central bed/information system, ie. "reception centre"
- need to improve cultural understanding, need cultural interpreters
- cross-cultural training for service providers
- basic orientation is required
- school (via Boards of Education) have a role in providing cross-cultural training and reception for newly arrived immigrant children
- re: school and health should be better informed on health issues as they relate to immigrant children and the issues surrounding their arrival to Canada which may influence their physical and mental well-being
- Immigration does not have a mandate for planning
- the role of Immigration settlement workers: their responsibility to refugee claimants, designated, is for a maximum of up to one year; may get together with church and provide the funding while they (church) provide day-to-day care.

- 1st step is to deal with basic needs in Central location, provide service in the form of a multi-cultural centre, for a short time (two weeks - 1 month)

- smaller locations or agencies located throughout the communities ie. storefront

- cultural interpreters service should be a full time paid staff, they should also able to train others (consultants)

- they (newly arrived immigrants) need settlement workers, classes (ESL), day care, access to information

Barriers

- feel there is a lack of information on the part of the communities, there is a need for cross-cultural education

- question: who should provide cross-cultural education?

    - training should be provided by cross-cultural team; each agency should commission information from the diverse community, then provide that information through in-service training, * note the ethnicity, race or culture of the trainer was not of significance to this group

    - immigration will provide cross-cultural training to other agencies, the training is done by mainstream providers, special note: receptionist should be included in training

    - co-ordinate training between agencies re: cross-cultural training

- someone needed to provide welcoming to newly arrived in area and/or in country, ie. to help with forms, records immunization

- maybe consolidation of services into one centre?

- need to address specific issues of mental health as they affect immigrant population

- education in culturally/racially appropriate treatment relating to ie. the stress immigrants may experience while trying to learn a language

- housing interview is usually done in home but must go to Welcome House for assistance, affects assessment of situation

- McQuesten Legal:
    - Canadian tenant original information may not be available in languages, some people believe that flyer in language means that information is also in their language
    - people may be afraid to fight for rights or have value differences
    - legal issues have to ask family member to provide the translation for legal documents, tribunal, hearing
    - lack of knowledge of basic human rights
    - no service available to address the above

- real threat for refugees of being denied citizenship and sent back to persecution

- children and school and literacy, Board of education should provide training in areas of assessment of mother tongue literacy
- consideration must be given for difference in understanding and in tones, influctions when speaking
- teachers must be humanized, ie. greater care in progress of child
- frustration in influencing policies, ie. refugee claimants
- family sponsorship and re-unification are important
- lack of regulations for ethnic service providers to be recognized by government agencies
- need for more training, especially skills for immigration
- lack of recognition for professional and trade skills of immigrant
- need policies to sensitize mainstream agencies and employ community
- need more workshops, conferences
- government should fund community agencies to provide education
- boards, employers etc., need to be informed about issues and concerns facing the immigrant communities as well as needs
- policies: the lack of multicultural policies, and an honest look at necessities
- clients should be asked about feelings re. agencies, experiences rather than have others make decisions for them and affect services for them
- an awareness of the political agenda of the area, where lobbying would be of the greatest affect etc.
- to date provisions have not been made available within mental health treatment for victims of war, trauma, torture
- much education particularly in regards to refugees from traumatized experiences is needed
- mechanisms for providers to understand possible stigmatization faced by clients who are from diverse backgrounds
- funds should be directed to community members to help with reception
- necessary funding dollars not available for projects in mainstream services
- general awareness raising among providers
- increase daycare
- not enough funding to include staff, therefore need to use volunteers

- work with what you have which means:

  1) work with funds already allocated to that field

  2) keep the current staff, do not increase/hire culturally and racially diverse staff

  3) use anything in your personal work control situation; focus on those factors over which you have some control

  4) identify community leaders, encourage support group in lieu of not enough funds

  5) liaise with other agencies whose goals are similar

  6) same need to lobby for funding and to solicit the co-operation of agencies

Benefits (to only working with what you have):
- you may become creative as an agency when forced to liaise with other agencies and streamline spending/dollars

- the process of having less draws people closer

- liaise with community to encourage them to help self

- less paperwork, less bureaucratic red tape, fewer steps

Limitations
- without sufficient resources, can't do enough to accomplish the goal and the outcomes become restricted

- some communities would be underserviced, ie. when community must access vs. outreach

- lack of resources leads to frustrations felt by the community and by providers

- ad hoc response does not create continuum, hinders development and the prospect of building upon

- inability to service newly arrived population

- discrimination among workers, quality of service suffers as it fails to develop and staff does not receive training/education

Vision
- initial important services reception, orientation, information

- reception house/centre

- cultural interpreter services

- policies in agencies reflecting employment equity, cross cultural training, race relations, ethno-cultural equity

- paid persons from community to provide service
- community based services and providers
- network of leadership from culturally/racially diverse community
- provide support to the diverse community groups or people, support lobbying etc. thereby empowering people
- possible consideration is that ISIN could provide an updated list of who may form community leadership
- cross cultural training, education
- service providers to meet with others for referral etc., to not be in contact with one another is like working without appropriate and up to date tools
- encourage and facilitate interaction with groups who have been previously helped - learn from sharing process
- dialogue/workshops between and with community and agency
- SPRC should serve to educate/inform mainstream service providers re: how services are provided, who are the new players etc., what do settlement officers do?
- everybody should provide information to the diverse communities about their agency

INTERIM (what happens between working with what you have and the new service delivery mechanism?)

- immigrant population may or should become more resourceful
- increase isolation, (develop factions)
- unable to access services
- increase frustration of service providers who need to continue the process of their education
- increase dialogue between newly arrived and agencies
- opportunity to share issue
- multicultural council may increase conflict of cause confusion with changes
- total neglect of non-social service defined needs
- lack of information for referral purposes, lack of resources
- increase "friends"; improving Hamilton's friendliness/sense of community